DOCUMENT RESUME

ED 114 547 CE 005 397

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TITLE A Field Study of the Role of the County Coordinator of Vocational Education.
INSTITUTION Merced County Schools, Calif.
SPONS AGENCY California State Dept. of Education, Sacramento. Div. of Vocational Education.
PUB DATE Jun 75
NOTE 68p.; Page 58 will reproduce poorly due to small size of type

EDRS PRICE MF-$0.76 HC-$3.32 Plus Postage
DESCRIPTORS *Administrator Role; *Coordinators; County Officials; County School Systems; Educational Administration; Program Administration; School Administration; Secondary Education; *Statistical Surveys; Tables (Data); *Vocational Directors; *Vocational Education
IDENTIFIERS California

ABSTRACT

The purpose of the study was to help define the role of the county vocational education coordinator by surveying the opinions of professional educators. The following five population groups representing the 31 counties in the central region of California were chosen to respond to a mailed survey instrument: county vocational education coordinators/directors, regional occupational program coordinators/directors, district superintendents, principals, and vocational education teachers (department heads). A total of 393 individuals out of 544 who were contacted returned the survey, which elicited responses concerning: rank order given 12 vocational education program functions, the improvement needed for each function, and the agency/person who should have primary responsibility for assisting school staff and district staff with the 12 functions. The tabulated findings are analyzed by groups, county class, county, and combined into composite results. Mean rank scores, mean improvement scores, average frequencies, and percentages were computed on the data. The survey produced 10 major conclusions and seven general recommendations related to the role of the county coordinator and the 12 functions. Appended are a list of school districts within the counties surveyed, definitions of the 12 program functions, and a list of county classes. (Author/MS)

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ACKNOWLEDGEMENTS

The authors would like to express their appreciation to the following for their cooperation and assistance with the study: The Merced County Department of Education and staff for its enthusiasm and support which made it possible to conduct the study; Dr. B. R. Hopkins, School of Education, University of the Pacific, for his assistance with the development of the computer model, programming, and data processing tasks, and to Ms. Corrine Penner, for her diligent assistance with the many day-to-day tasks and details far too numerous to mention.

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INTRODUCTION

Background

During the spring of 1974, staff members of the Central Regional Office of the Vocational Education Support Unit [1] began a review of the role of the County Coordinator of Vocational Education with a view toward further strengthening services to local districts. This thrust developed in three distinct directions: (1) a State Department of Education survey was administered to Central Region coordinators to document services provided to local districts and the importance of such services, [2] (2) a statewide meeting/conference was held which focused on the role of the county coordinator, [3] and (3) a field study in the Central Region was initiated which is described in this document.

The Department of Education survey was intended to produce data describing administrative, professional development, and other activities of the county office of education from the coordinators' point of view, however, other perspectives such as those of local district superintendents and high school principals were not considered.

At the statewide County Coordinators' Conference in April of 1974, extensive meetings and discussions were held on the subject of the role, responsibilities, and services of the county offices of education in the vocational education delivery system. While much discussion had taken place,

[1] The Vocational Education Support Unit is a division of the California State Department of Education.

[2] Unfinished Survey

[3] State of California, Department of Education, Statewide Conference of County Coordinators of Vocational Education: San Diego, April, 1974

a direct focus did not evolve and it was clear that very little current and organized information existed which documented local district priorities and needs with respect to vocational education programs.

At the request of the Vocational Education Support Unit, the Merced County Department of Education was contracted to assist in defining the role of the county vocational education coordinator for the purpose of improving vocational education program services to local districts.

Purpose of the Study

1. To secure field data describing local district needs and priorities that will assist in defining the role of the county coordinator of vocational education;
2. To organize, analyze, and summarize such data for consideration by the State Department of Education staff, county vocational education coordinators, and other concerned educational leaders; and
3. To develop recommendations for improving the Vocational Education Delivery System as related to the role for the county vocational education coordinator.

METHOD

Five population groups representing the 31 counties in the Central Region (Appendix A) were chosen to respond to a mail-out survey instrument administered from March 7 to April 11, 1975. The population groups surveyed were: (1) County Vocational Education Coordinators/Directors, (2) R.O.P. Coordinators/Directors, (3) District Superintendents, (4) Principals, and (5) Teachers (Vocational Education Department Heads).

The survey instrument used (Appendix B) elicited several categories of responses to each of 12 vocational education program functions that were

adapted from the well-accepted 12 Functions of Vocational Education format.[4] The preliminary instrument was pilot tested with a total of 30 individuals selected at random (six from each population group). Each person selected for the pilot test responded to an Instrument Assessment Form which covered areas such as readability, format, and the adequacy of the instructions. The results of the assessment were used in developing the form and content of the final instrument.

The follow-up procedure for those not responding to the survey consisted of two phases: (1) follow-up letters, and (2) follow-up telephone calls. Two letters (two weeks apart), each containing a complete packet of survey materials, were mailed in the event of a non-response to the first survey mailed. If the second follow-up did not produce a response, one telephone call was made as a last resort.

The responses from the surveys were analyzed by groups, county class, county and combined into composite results. Mean rank scores, mean improvement scores, average frequencies, and percentages were computed on the data. A one-way analysis of variance test of significance was used in analyzing the responses by groups and county class for the rank scores and improvement scores by function.

The data were punched on computer cards and analyzed by the Biomedical BMD 05V program as implemented by the Burroughs 6700 computer located at the University of the Pacific, Stockton, California.

Major Assumptions of the Study

1. The Vocational Education Functions developed for the survey instrument are sufficiently comprehensive to encompass most programs of vocational education in the districts surveyed.

[4] State of California, Department of Education, Vocational Education Support Unit, The 12 Functions of Vocational Education, (Sacramento: California State Publications Office, 1971).

2. The survey return rates were sufficiently high for all of the population and county class groups to permit generalizations to each total population.
3. The survey instrument developed for the study is a valid and reliable instrument to measure the selected variables.
4. The data collected in the study can be useful in the process of developing and improving vocational education programs and county office of education services to local districts.
5. A focus on district needs and priorities rather than on the role of the county coordinator per se can offer a new and generally overlooked dimension of information to define county-level services to districts.

Scope of the Study

This study was concerned only with the perceptions of the five previously mentioned population groups within the Central Region. For each of the groups surveyed, an attempt was made to elicit responses from the entire population rather than by a sample. A total of 31 counties were included in the study representing a cross-section of all county class categories (Appendix C) from Class 8 (0 - 999 a.d.a.) to Class 2 (140,000 - 749,000 a.d.a.).

While all of the persons surveyed were educators concerned primarily with secondary-level programs, it is recognized that lay persons and educators from elementary, junior high, and community college levels can make useful contributions to the subject of the study. However, fiscal and time constraints necessitated reducing the number of populations surveyed to make the study manageable.

A brief discussion is needed to further identify the population groups surveyed. In the case of county office of education staff, the principle

person responding was county coordinator of vocational education; however, in some cases the person would carry the title of director. For Regional Occupational Programs (R.O.P.s), directors were asked to respond. Some R.O.P. surveys were completed by R.O.P. coordinators.

At the school district level, surveys were sent to the superintendent for completion. For each individual high school included in the study, two separate groups were surveyed: (1) principal, and (2) a vocational education teacher (department head in most cases).

The county offices of education, local districts, and schools surveyed were from the Central Region and were selected from the 1974 California Public Schools Directory. Continuation schools and other specialized secondary schools were not included in the study.

Major Limitations of the Study

1. This study represents one particular conceptual framework and approach to the problem. Many other approaches are possible; each, however, poses its own unique limitations bearing on the results.
2. The results presented in this study are only one source of information available to assist with defining the role of the county coordinator of vocational education.
3. The results of the study suggest only broad general directions relating to the needs and priorities of local districts.
4. The results and conclusions of the study are applicable only to the Central Region.

RESULTS

The purpose of this survey was to help define the role of the county vocational education coordinator by surveying the opinions of professional educators. Five professional groups were surveyed according to the (1) rank order given twelve vocational education program functions, (2) the degree of improvement needed for each function, and (3) the agency/person who should have primary responsibility for assisting (a) school staff and (b) district staff with the twelve vocational education program functions.

The number of professionals surveyed, number of returns, percent returns, and percent of the total sample by professional group, county class, and county is presented in Table 1. The overall return rate was 70.9 percent of the total population from which returns were received. Table 1 shows the highest return rate from the R.O.P. group (93.8%) while the lowest return rate was Vocational Education teachers (62.5%). A total of three-hundred ninety-three individuals returned the survey out of the five-hundred fifty-four mailed out.

Mean Rank Scores: Combined Groups

Table 2 presents the mean rank scores and rank orders for the combined groups on each of twelve vocational education program functions. The lower the mean rank score the more importance attributed to that function. The data presented graphically in Figure 1 shows that function D (Vocational Education Program Planning) for the combined groups was ranked number one in priority of importance. Function H (Development of Management Systems) was the lowest priority rank meaning it was given the least amount of importance in comparison with the other program functions listed.

TABLE 1

NUMBER SURVEYED, NUMBER RETURNED, PERCENT RETURNED, PERCENT OF TOTAL BY GROUP, COUNTY CLASS, AND COUNTY

		No. Surveyed	No. Returned	% Return	% of Total
	GROUP				
1.	COUNTY VOCATIONAL EDUCATION COORDINATORS/DIRECTORS	14	12	85.7	3.1
2.	R.O.P. COORDINATORS/DIRECTORS	16	15	93.8	3.8
3.	DISTRICT SUPERINTENDENTS	108	79	73.1	20.1
4.	PRINCIPALS	208	157	75.5	39.9
5.	TEACHERS	208	130	62.5	33.1
		554	393	70.9	100.0
	COUNTY CLASS				
	Range				
2	749,000 to 140,000	60	36	60.0	9.2
3	139,000 to 60,000	186	137	73.7	34.9
4	59,000 to 30,000	56	39	69.6	9.9
5	29,000 to 15,000	99	77	77.8	19.6
6	14,999 to 7,000	57	43	75.4	10.9
7	6,999 to 1,000	89	58	65.2	14.8
8	999 to 0	7	3	42.9	.8
		554	393	70.9	100.0
	COUNTIES				
	Name				
1.	Amador	9	6	66.7	1.5
2.	Butte	23	17	73.9	4.3
3.	Calveras	5	5	100.0	1.5
4.	Colusa	9	0	.0	.0
5.	El Dorado	10	8	80.0	2.0
6.	Fresno	65	45	64.2	11.5
7.	Glenn	13	11	84.6	2.8
8.	Kern	52	42	80.8	10.7
9.	Kings	12	9	75.0	2.3
10.	Lassen	10	6	60.0	1.5
11.	Madera	6	4	66.7	1.0
12.	Mariposa	3	3	100.0	.8
13.	Merced	22	17	77.3	4.3
14.	Modoc	10	7	70.0	1.8
15.	Mono	8	3	37.5	.8
16.	Nevada	3	1	33.3	.3

TABLE 1 (cont.)

COUNTIES

	Name	No. Surveyed	No. Returned	% Return	% of Total
17.	Placer	18	13	72.2	3.3
18.	Plumas	10	6	60.0	1.5
19.	Sacramento	60	36	60.0	9.2
20.	San Joaquin	36	26	72.2	6.6
21.	Shasta	19	17	89.5	4.3
22.	Sierra	7	3	42.9	.8
23.	Siskiyou	22	17	77.3	4.3
24.	Stanislaus	33	27	81.8	6.9
25.	Sutter	11	8	72.7	2.0
26.	Tehama	8	7	87.5	1.8
27.	Trinity	5	3	47.1	.8
28.	Tulare	34	22	64.7	5.6
29.	Tuolumne	6	4	66.7	1.0
30.	Yolo	19	15	78.9	3.8
31.	Yuba	6	5	83.3	1.3
		554	393	70.9	100.0

TABLE 2

MEAN RANKS AND RANK ORDERS FOR EACH OF TWELVE VOCATIONAL EDUCATION PROGRAM FUNCTIONS: COMBINED GROUPS

FUNCTION	MEAN RANKS	RANK ORDERS
A. Organization of Needs & Employment/Career Opportunities Information	4.859	2
B. Coordination and Articulation	6.162	6
C. Promotion of Instructional Programs & Student Services	6.388	7
D. Vocational Education Program Planning	4.165	1
E. Development of Resources	6.131	5
F. Development of Supportive Services	7.606	9
G. Leadership & Staff Development	5.859	4
H. Development of Management Systems	8.445	12
I. Accountability & Evaluation	8.133	11
J. Implementation of Programs for Students with Special Needs	7.668	10
K. Implementation of Programs for all Students	5.399	3
L. Implementation of Guidance & Placement Services	6.511	8

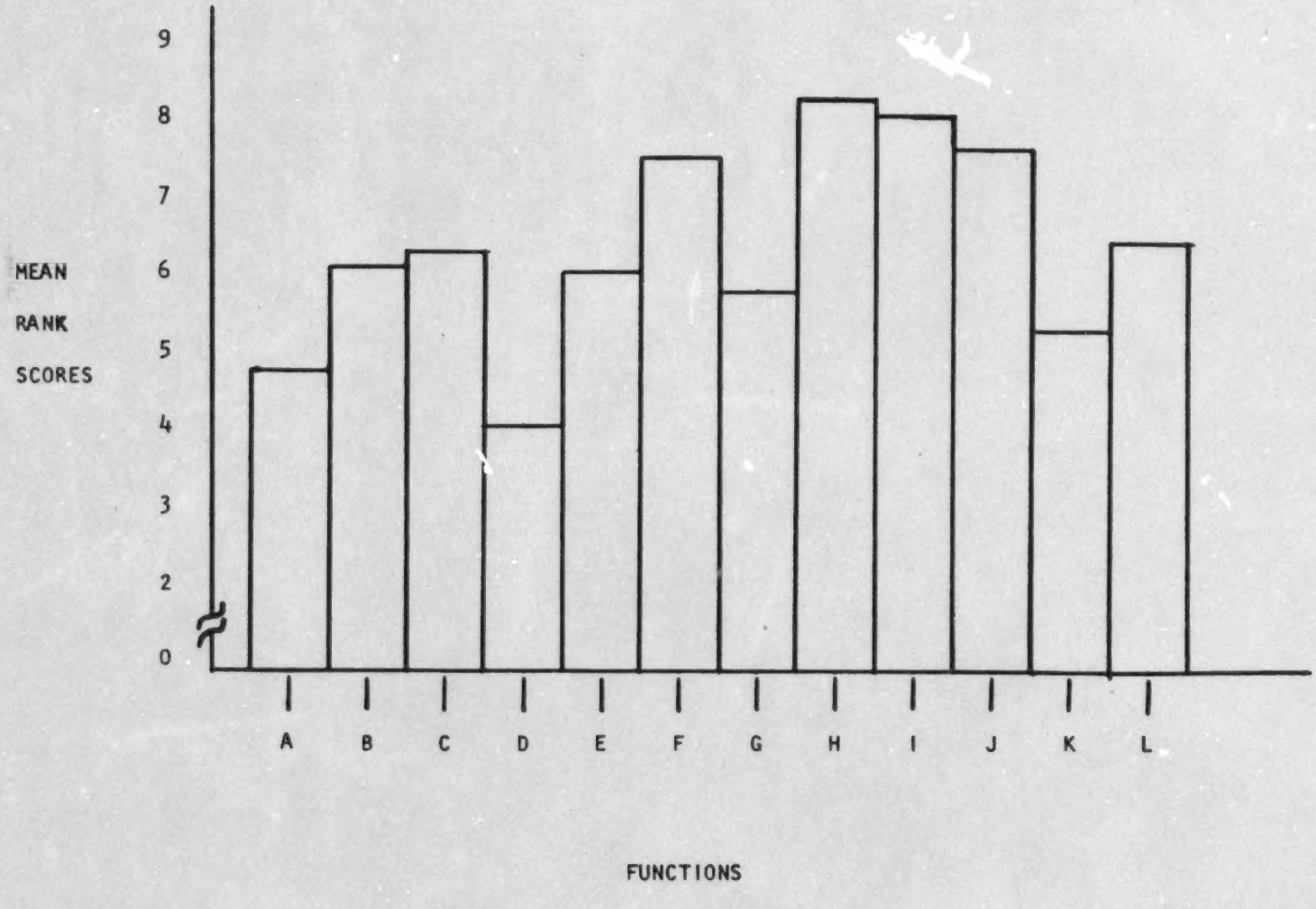

FIGURE 1. MEAN RANK SCORES FOR TWELVE VOCATIONAL EDUCATION PROGRAM FUNCTIONS: COMBINED GROUPS

Mean Improvement Scores: Combined Groups

The combined groups' mean improvement scores for the twelve vocational education program functions are presented in tabular form in Table 3 and graphical form in Figure 2. The overall mean improvement scores suggest that all twelve functions require some improvement. The reported differences in mean improvement scores do not represent statistically significant differences but only high-low ratings of the twelve functions. The higher the score the more improvement suggested. The maximum improvement score was 4 (much improvement needed) while the minimum improvement score was 1 (no improvement needed). Eleven out of twelve mean improvement scores were above the 3.0 level (some improvement needed).

The function regarded as needing the most improvement for the combined groups was Function A (Organization of Needs and Employment/Career Opportunities Information) which was also ranked second in priority of importance (Table 2). Function D ranked first in importance and second in improvement needed. Function H (Development of Management Systems) required the least amount of improvement compared with the other program functions and was also ranked last in importance.

Assisting School and District Staff: Combined Groups

Table 4 shows the number and percent selecting each of the eight agencies/persons who should have primary responsibility for assisting school staff with each of the twelve program functions. The number of responses reported for each of the eight agencies/persons was totaled and averaged giving an overall mean score (average number of responses) for the twelve functions. This information is shown in Figure 3 which clearly indicates that the district vocational education coordinator was by far the most popular choice for the combined groups.

TABLE 3

NUMBER, PERCENT, AND MEAN IMPROVEMENT SCORES ON THE IMPROVEMENT NEEDED DIMENSION FOR EACH OF TWELVE VOCATIONAL EDUCATION PROGRAM FUNCTIONS: COMBINED GROUPS

FUNCTION	IMPROVEMENT NEEDED				MEAN IMPROVEMENT SCORES
	MUCH No./%	SOME No./%	LITTLE No./%	NO No./%	
A. Organization of Needs & Employment/Career Opportunities Information	154/40.2	175/45.7	44/11.5	10/2.6	3.235
B. Coordination and Articulation	141/36.9	165/43.2	64/16.8	12/3.1	3.139
C. Promotion of Instructional Programs & Student Services	110/28.9	191/50.3	72/18.9	7/1.8	3.063
D. Vocational Education Program Planning	135/35.3	176/46.1	62/16.2	9/2.4	3.144
E. Development of Resources	131/34.3	180/47.1	63/16.5	8/2.1	3.136
F. Development of Supportive Services	110/28.7	187/48.8	74/19.3	12/3.1	3.031
G. Leadership & Staff Development	121/31.8	183/48.0	63/16.5	14/3.7	3.079
H. Development of Management Systems	92/24.3	155/41.0	111/29.4	20/5.3	2.844
I. Accountability & Evaluation	116/30.4	171/44.9	78/20.5	16/4.2	3.016
J. Implementation of Programs for Students with Special Needs	136/35.9	144/38.0	81/21.4	18/4.7	3.050
K. Implementation of Programs for all Students	139/36.7	168/44.3	56/14.8	16/4.2	3.135
L. Implementation of Guidance & Placement Services	142/37.4	155/40.8	70/18.4	13/3.4	3.121

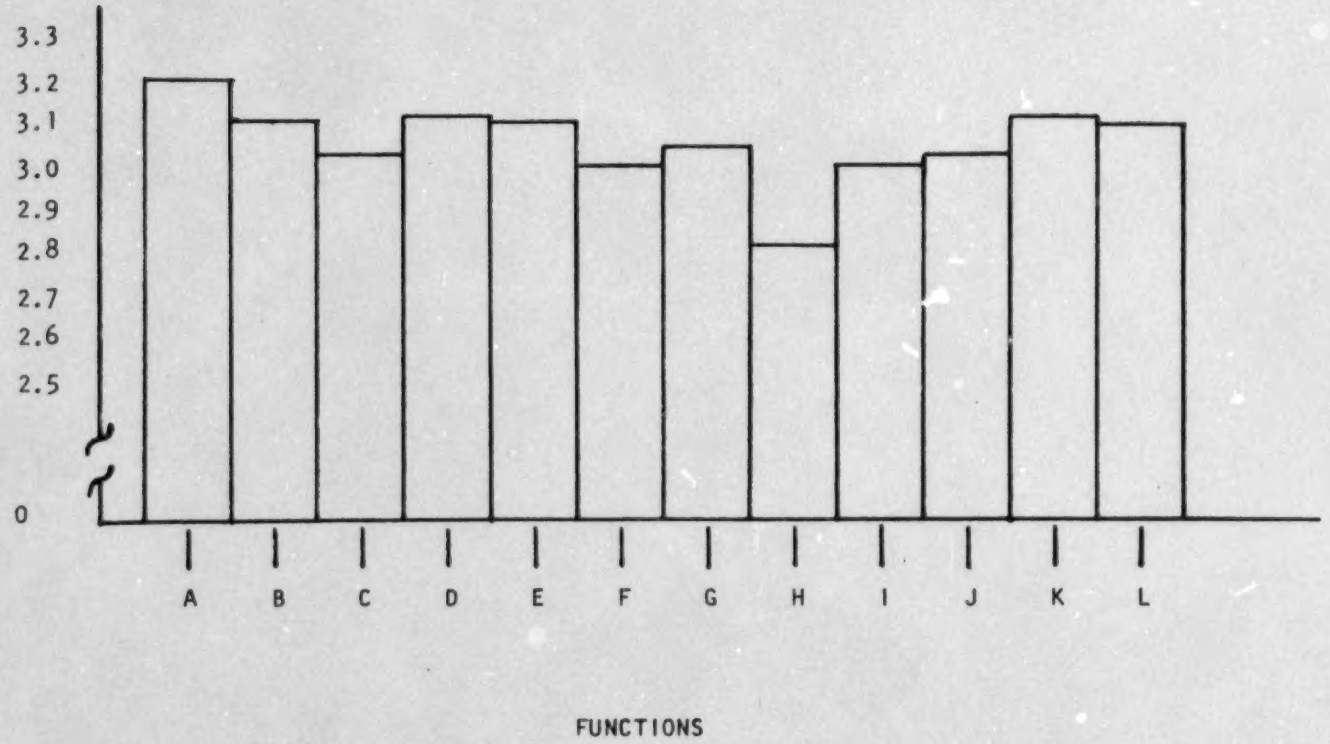

FIGURE 2. MEAN IMPROVEMENT SCORES FOR TWELVE VOCATIONAL EDUCATION PROGRAM FUNCTIONS: COMBINED GROUPS

TABLE 4

NUMBER AND PERCENT SELECTING EACH OF EIGHT CATEGORICAL AGENCIES/PERSONS WHO SHOULD HAVE PRIMARY RESPONSIBILITY FOR ASSISTING SCHOOL STAFF WITH EACH OF TWELVE VOCATIONAL EDUCATION PROGRAM FUNCTIONS: COMBINED GROUPS

FUNCTION	AGENCIES/PERSONS ASSISTING SCHOOL STAFF							
	State Dept.	Area Plng.	Co. Voc. Ed.	Co. ROP	Dist. Voc. Ed.	Dist. ROP	Dept. Head	Other
	No./%	No./%	No./%	No./%	No./%	No./%	No./%	No./%
A	27/7.8	34/9.9	62/18.0	31/9.0	107/31.0	37/10.7	40/11.6	7/2.0
B	3/ .9	13/3.8	40/11.6	11/3.2	142/41.0	41/11.8	88/25.4	8/2.3
C	7/2.0	15/4.3	28/ 8.0	22/6.3	138/39.4	32/ 9.1	102/29.1	6/1.7
D	13/3.7	30/8.6	42/12.0	23/6.6	132/37.8	16/ 4.6	86/24.6	7/2.0
E	22/6.3	25/7.2	70/20.1	25/7.2	122/35.0	27/ 7.7	48/13.8	10/2.9
F	24/6.9	12/3.5	90/ 2.6	30/8.7	128/37.0	25/ 7.2	31/ 9.0	6/1.7
G	21/6.0	7/2.0	48/13.7	15/4.3	146/41.6	25/ 7.1	68/19.4	21/6.0
H	41/11.9	17/4.9	51/14.8	17/4.9	144/41.7	26/ 7.5	39/11.3	10/2.9
I	28/8.1	13/3.7	32/ 9.2	15/4.3	118/34.0	26/ 7.5	102/29.4	13/3.7
J	17/4.9	10/2.9	48/13.8	21/6.0	99/28.4	28/ 8.0	111/31.8	15/4.3
K	12/3.4	8/2.3	30/ 8.5	16/4.5	120/34.1	38/10.8	115/32.7	12/3.4
L	6/1.7	9/2.6	28/8.2	14/4.1	131/38.2	33/ 9.6	83/24.2	38/11.1
Average No. of Responses	18.42	16.08	47.42	20.00	127.25	29.50	76.08	12.75

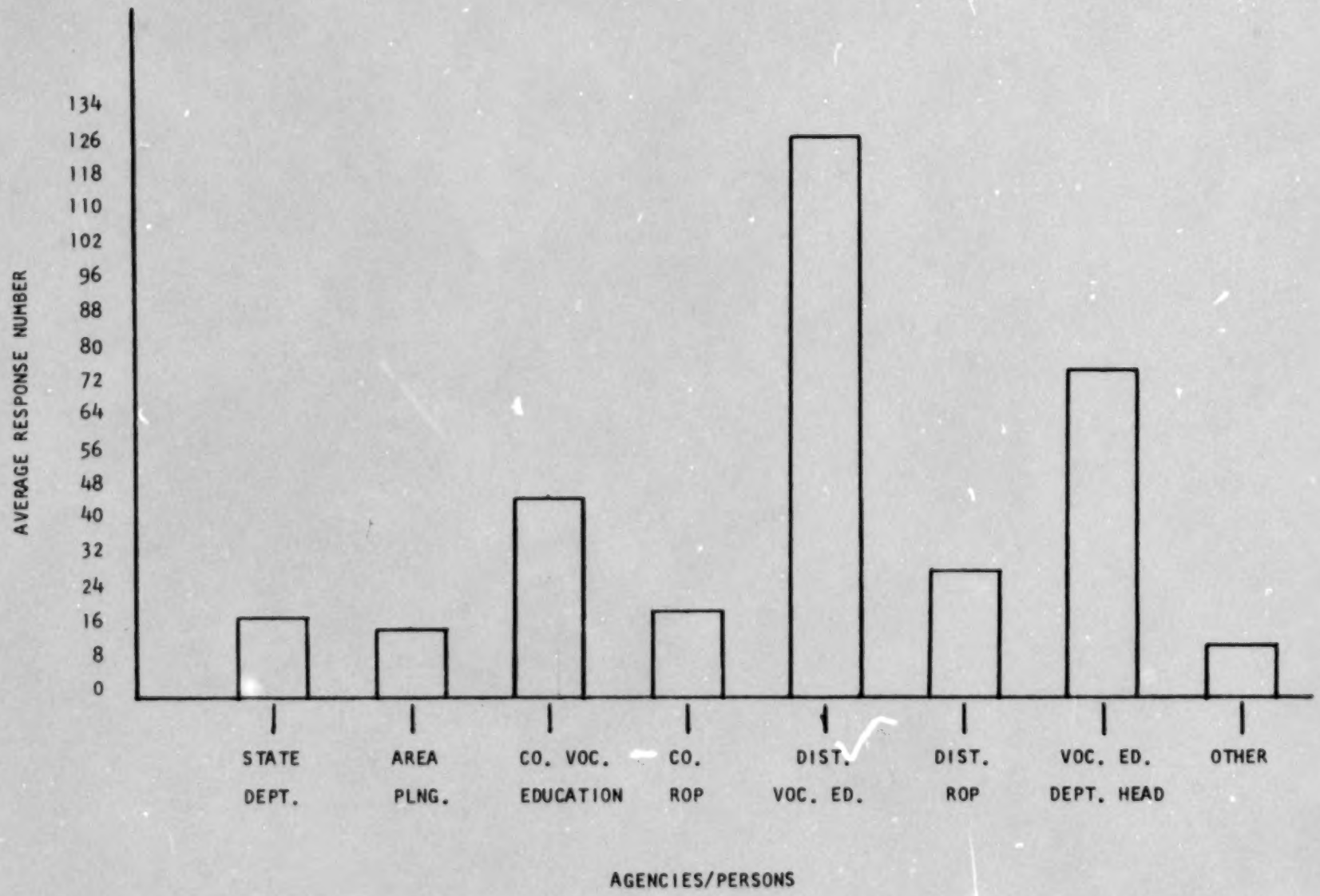

FIGURE 3. AVERAGE NUMBER OF RESPONSES FOR EACH OF EIGHT AGENCIES/PERSONS WHO SHOULD HAVE PRIMARY RESPONSIBILITY FOR ASSISTING SCHOOL STAFF WITH THE TWELVE COMBINED VOCATIONAL EDUCATION PROGRAM FUNCTIONS: COMBINED GROUPS

Table 5 presents the number and percent selecting each of eight agencies/persons who should have primary responsibility for assisting district staff with each of the twelve vocational education program functions. The responses may be analyzed according to each agency/person for each function as well as obtaining an average of the total number of responses attributed to each agency/person for the twelve functions combined. The latter is shown in Figure 4 and indicates that the county vocational education coordinator/director was more commonly regarded as the agency/person assisting the district staff. The district vocational education coordinator was close behind in popularity.

Mean Rank Scores: Groups, County Class, & County

The mean rank scores for the twelve vocational education program functions by professional group are presented in Table 6 and Figure 5. The visual presentation (Figure 5) accentuates the similarity between the five groups. The vocational education coordinators/directors, R.O.P. coordinators/directors, principals, and vocational education teachers all ranked Function D (Vocational Education Program Planning) as number one in priority of importance. The superintendents ranked Function K (Implementation of Programs for all Students) as number one in priority and Function D as a close second.

Table 7 is the analysis of variance summary table of mean rank scores for Function B (Coordination and Articulation) by professional groups. A statistically significant ($P < .05$) difference was found for the mean rank scores of Function B. The vocational education coordinators/directors ranked Function B significantly higher in importance than the school principals and superintendents.

TABLE 5

NUMBER AND PERCENT SELECTING EACH OF EIGHT CATEGORICAL AGENCIES/PERSONS WHO SHOULD HAVE PRIMARY RESPONSIBILITY FOR ASSISTING DISTRICT STAFF WITH EACH OF TWELVE VOCATIONAL EDUCATION PROGRAM FUNCTIONS: COMBINED GROUPS

FUNCTION	AGENCIES/PERSONS ASSISTING DISTRICT STAFF							
	State Dept.	Area Plng.	Co. Voc. Ed.	Co. ROP	Dist. Voc. Ed.	Dist. ROP	School Voc. Dept. Head	Other
	No./%	No./%	No./%	No./%	No./%	No./%	No./%	No./%
A	71/19.9	62/17.4	103/28.9	43/12.1	49/13.8	21/5.9	3/ .8	4/1.1
B	30/ 8.5	37/10.5	105/29.7	38/10.8	98/27.8	30/8.5	13/3.7	2/ .6
C	29/ 8.2	25/ 7.1	97/27.6	49/13.9	103/29.3	29/8.2	18/5.1	2/ .6
D	58/16.2	51/14.3	89/24.9	32/ 9.0	85/23.8	24/6.7	17/4.8	1/ .3
E	65/18.3	39/11.0	110/30.9	42/11.8	65/18.3	22/6.2	8/2.2	5/1.4
F	63/17.6	18/ 5.0	134/37.5	45/12.6	66/18.5	18/5.0	6/1.7	7/2.0
G	77/21.8	18/ 5.1	91/25.8	23/ 6.5	90/25.5	28/7.9	16/4.5	10/2.8
H	112/31.5	19/ 5.4	83/23.4	18/ 5.1	76/21.4	28/7.9	11/3.1	8/2.3
I	88/24.8	17/ 4.8	71/20.0	20/ 5.6	104/29.3	31/8.7	18/5.1	6/1.7
J	57/16.1	22/ 6.2	86/24.4	35/ 9.9	92/26.1	34/9.6	21/5.9	6/1.7
K	51/14.5	19/ 5.4	67/19.0	30/ 8.5	112/31.8	46/13.1	22/6.3	5/1.4
L	40/11.4	10/ 2.8	91/25.9	30/ 8.5	103/29.3	41/11.7	18/5.1	18/5.1
Average No. of Respones	61.75	28.08	93.92	33.75	86.92	29.33	14.25	6.12

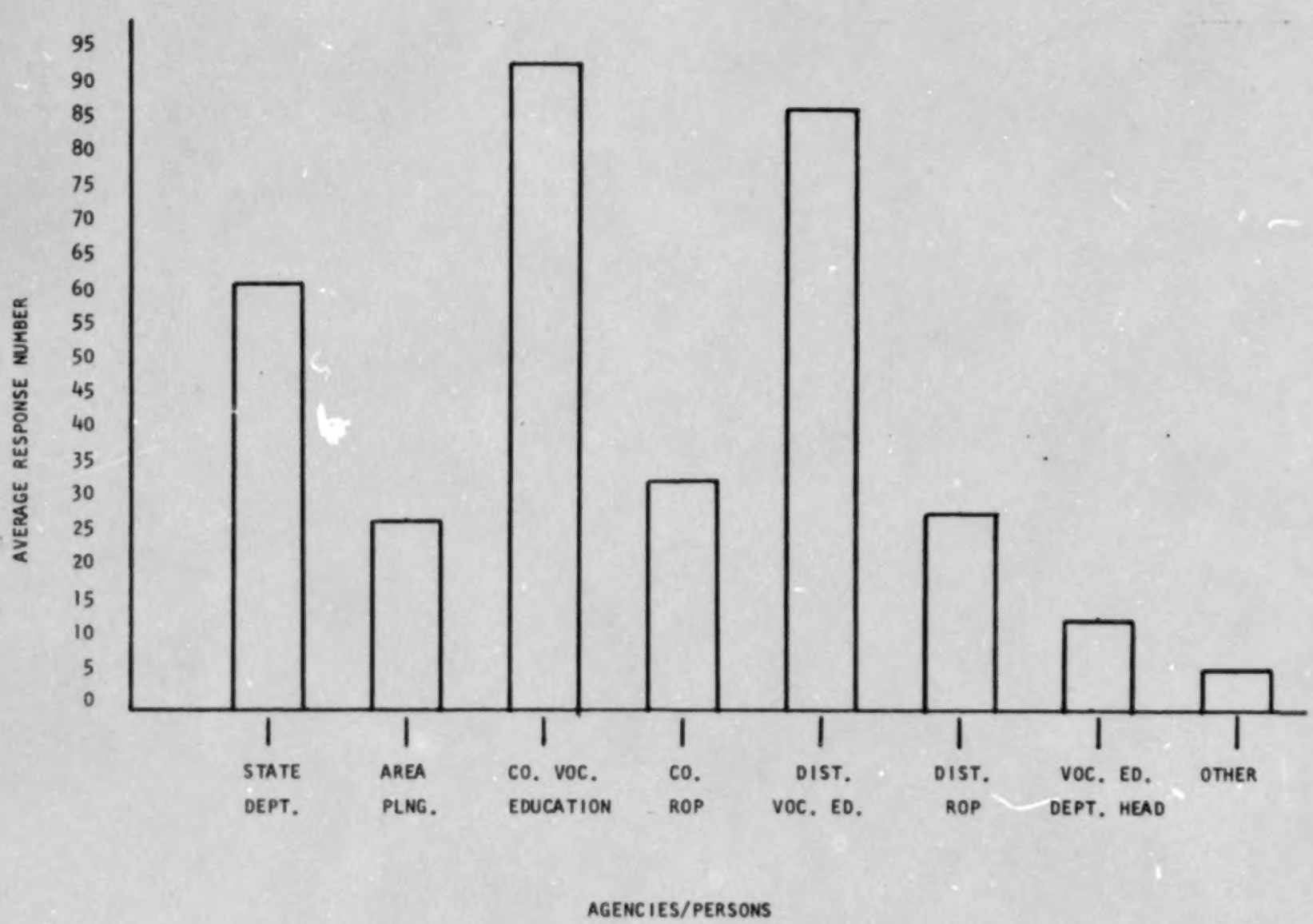

FIGURE 4. AVERAGE NUMBER OF RESPONSES FOR EACH OF EIGHT AGENCIES/PERSONS WHO SHOULD HAVE PRIMARY RESPONSIBILITY FOR ASSISTING DISTRICT STAFF WITH THE TWELVE COMBINED VOCATIONAL EDUCATION PROGRAM FUNCTIONS: COMBINED GROUPS

TABLE 6

MEAN RANK SCORES FOR TWELVE VOCATIONAL EDUCATION PROGRAM FUNCTIONS BY GROUP

FUNCTION	GROUP				
	Voc. Ed. Coordinator	ROP Director/ Coordinator	Superintendent	Principal	Voc. Ed. Teacher
A. Organization of Needs & Employment/ Career Opportunities Information	5.545	5.286	5.280	4.649	4.752
B. Coordination and Articulation	4.182	4.857	6.573	6.503	5.824
C. Promotion of Instructional Programs & Student Services	6.182	6.786	6.680	6.000	6.656
D. Vocational Education Program Planning	2.727	4.143	4.667	4.159	4.000
E. Development of Resources	6.545	6.214	7.053	6.047	5.632
F. Development of Supportive Services	7.455	7.071	7.893	7.662	7.440
G. Leadership & Staff Development	6.545	6.500	5.667	5.667	6.072
H. Development of Management Systems	5.818	7.071	8.160	8.533	8.896
I. Accountability & Evaluation	8.909	7.571	7.560	8.570	7.944
J. Implementation of Programs for Students with Special Needs	8.545	9.143	7.067	7.691	7.760
K. Implementation of Programs for all Students	7.182	5.500	4.187	5.109	5.584
L. Implementation of Guidance & Placement Services	8.364	7.857	6.160	6.391	6.552

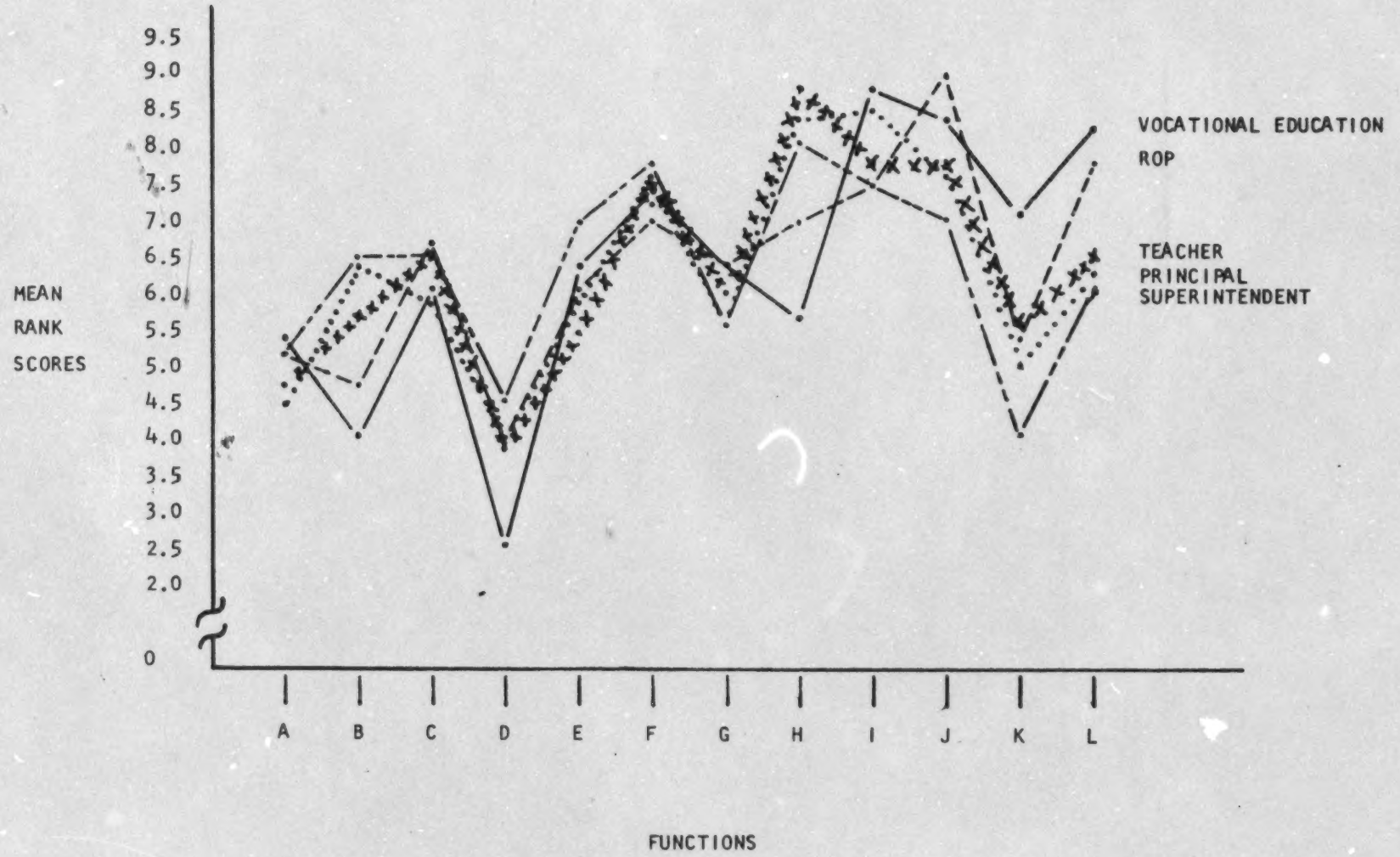

FIGURE 5. MEAN RANK SCORES FOR TWELVE VOCATIONAL EDUCATION PROGRAM FUNCTIONS: PROFESSIONAL GROUPS

TABLE 7

ONE-WAY ANALYSIS OF VARIANCE FOR MEAN RANK SCORES OF FUNCTION B(COORDINATION AND ARTICULATION) BY GROUP: COUNTY VOCATIONAL EDUCATION COORDINATORS/DIRECTORS, ROP COORDINATORS/DIRECTORS, DISTRICT SUPERINTENDENTS, PRINCIPALS, AND VOCATIONAL EDUCATION TEACHERS

Source	Sum of Squares	DF	Mean Squares	F Value
Between Groups	111.53	4	27.88	2.59*
Within Groups	3997.57	371	10.78	

* $p < .05$

Another statistically significant difference in mean rank scores for the five professional groups was reported for Function E (Development of Resources) in Table 8. The difference exists between the vocational educational teachers' and school superintendents' rankings. The former ranked Function E significantly higher in importance than the latter group.

Table 9 presents the analysis of variance summary table for mean rank scores for Function H (Development of Management Systems). A statistically significant ($P < .01$) difference is reported between the five professional groups' rankings of Function H. The vocational education coordinators/directors ranked Function H as significantly more important than vocational education teachers and possibly the district superintendents and school principals.

Table 10 shows the analysis of variance summary chart for Function K (Implementation of Programs for all Students) by professional group. The data indicates that a statistically significant difference ($P < .01$) was found between the district superintendents and vocational education coordinators/directors mean rank scores for Function K. The former group gave Function K a statistically higher priority than the latter group.

Table 11 shows the mean rank scores for the twelve vocational education program functions by county class. Function D (Vocational Education Program Planning) was ranked number one in priority for five out of the seven county class rankings. The two county class ranks not giving Function D a number one rating gave it a number two priority. This pattern corresponds with that found in the rankings by professional groups.

TABLE 8

ONE-WAY ANALYSIS OF VARIANCE FOR MEAN RANK SCORES OF FUNCTION E(DEVELOPMENT OF RESOURCES) BY GROUP: COUNTY VOCATIONAL EDUCATION COORDINATORS/DIRECTORS, ROP COORDINATORS/DIRECTORS, DISTRICT SUPERINTENDENTS, PRINCIPALS, AND VOCATIONAL EDUCATION TEACHERS

Source	Sum of Squares	DF	Mean Squares	F Value
Between Groups	97.98	4	24.50	2.64*
Within Groups	3436.62	370	9.29	

* $p < .05$

TABLE 9

ONE-WAY ANALYSIS OF VARIANCE FOR MEAN RANK SCORES OF FUNCTION H(DEVELOPMENT OF MANAGEMENT SYSTEMS) BY GROUP: COUNTY VOCATIONAL EDUCATION COORDINATORS/DIRECTORS, ROP COORDINATORS/DIRECTORS, DISTRICT SUPERINTENDENTS, PRINCIPALS, AND VOCATIONAL EDUCATION TEACHERS

Source	Sum of Squares	DF	Mean Squares	F Value
Between Groups	135.00	4	33.75	3.26**
Within Groups	3831.63	370	10.36	

** $P < .01$

TABLE 10

ONE-WAY ANALYSIS OF VARIANCE FOR MEAN RANK SCORES OF FUNCTION K(IMPLEMENTATION OF PROGRAMS FOR ALL STUDENTS) BY GROUP: COUNTY VOCATIONAL EDUCATION COORDINATORS/ DIRECTORS, ROP COORDINATORS/DIRECTORS, DISTRICT SUPERINTENDENTS, PRINCIPALS, AND VOCATIONAL EDUCATION TEACHERS

Source	Sum of Squares	DF	Mean Squares	F Value
Between Groups	164.09	4	41.02	3.15**
Within Groups	4834.07	371	13.03	

** $P < .01$

TABLE 11

MEAN RANK SCORES FOR TWELVE VOCATIONAL EDUCATION PROGRAM FUNCTIONS BY COUNTY CLASS

FUNCTION	COUNTY CLASS 2	3	4	5	6	7	8
A	3.914	4.591	5.316	5.230	5.421	5.018	1.500
B	5.857	5.909	7.000	6.595	5.868	6.000	6.500
C	6.543	6.288	6.079	6.270	6.737	6.702	5.000
D	4.257	4.227	4.079	3.865	4.342	4.333	3.000
E	5.853	6.121	6.184	6.284	5.947	6.246	5.000
F	7.771	7.182	7.711	7.568	8.026	8.123	9,500
G	6.265	5.614	5.605	6.189	5.605	6.158	4.000
H	8.914	8.030	8.711	8.892	7.811	8.754	9.000
I	8.086	7.833	8.184	8.959	8.079	7.702	10.500
J	7.088	8.061	7.658	7.365	6.784	8.053	8.500
K	4.886	6.015	4.868	4.554	6.053	5.193	8.500
L	5.457	7.045	6.105	6.270	7.237	6.000	7.000

Table 12 presents the mean rank scores for the twelve vocational education program functions by county.

Mean Improvement Scores: Groups, County Class, & County

The mean improvement scores for the twelve vocational education program functions by group and county class are shown in Table 13. Figure 6 presents the mean improvement scores according to the responses of the vocational education group. The range of scores was from 3.583 (Function B), which ranks the highest in improvement needed for that group, to a low of 2.750 (Function L). The variability between the mean scores for the twelve functions was quite small for all five professional groups.

Figure 7 shows the mean improvement scores for the R.O.P. coordinators/directors group. Function A (Organization of Needs & Employment/Career Opportunities Information) ranked the highest in needing improvement for the R.O.P. group and Function H (Development of Management Systems) proved to be the function needing the least amount of improvement.

The district superintendents ranked Function L (Implementation of Guidance & Placement Services) as needing the most improvement and Function H (Development of Management Systems) as needing the least amount of improvement. This information is shown in Figure 8.

Figure 9 presents a visual depiction of the mean improvement scores of the twelve vocational education program functions for school principals. Again, all twelve mean scores were very similar which suggests that all require at least some improvement. The principal group rated Function A (Organization of Needs & Employment/Career Opportunities Information) as needing the most improvement and Function H (Development of Management Systems) as requiring the least amount of improvement.

TABLE 12

MEAN RANK SCORES FOR TWELVE VOCATIONAL EDUCATION PROGRAM FUNCTIONS BY COUNTY

COUNTY	VOCATIONAL EDUCATION PROGRAM FUNCTIONS											
	A	B	C	D	E	F	G	H	I	J	K	L
1. Amador	3.333	3.667	6.167	4.667	8.333	6.677	6.000	9.167	7.333	9.000	6.500	8.833
2. Butte	5.125	6.438	6.125	3.668	4.938	7.000	7.250	9.563	9.250	7.813	4.375	6.688
3. Calveras	5.500	6.167	7.000	5.000	6.667	9.667	5.500	8.333	5.667	8.667	4.500	5.333
*4. Colusa	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
5. El Dorado	5.429	5.000	7.429	2.571	9.143	7.714	4.714	7.857	9.429	6.000	5.429	7.000
6. Fresno	4.310	6.524	6.238	3.738	7.024	7.714	5.786	7.952	7.857	7.714	5.286	6.786
7. Glenn	5.400	4.800	6.300	2.700	5.700	8.400	5.900	6.700	7.800	9.400	8.400	5.900
8. Kern	4.875	6.000	6.425	3.825	5.850	6.700	5.675	8.250	7.675	8.125	5.975	7.200
9. Kings	5.333	8.111	6.444	4.111	8.556	7.111	5.333	8.333	8.222	6.000	3.222	7.222
10. Lassen	6.333	6.167	5.000	4.333	7.167	7.833	6.667	10.000	8.167	6.167	4.500	4.667
11. Madera	6.250	5.500	5.750	2.250	3.250	7.250	4.750	9.000	8.250	9.500	8.000	9.500
12. Mariposa	3.333	9.333	9.000	2.667	7.667	11.333	5.667	6.333	5.000	8.667	3.667	5.333
13. Merced	6.176	7.529	6.176	4.471	6.000	8.412	6.294	8.588	7.824	7.000	4.235	5.235
14. Modoc	6.714	8.429	6.286	6.286	5.286	5.429	5.571	8.714	7.714	7.000	4.429	6.143
15. Mono	5.000	6.333	8.333	4.000	7.333	7.333	6.000	9.667	7.333	9.000	2.667	5.000
16. Nevada	3.000	10.000	8.000	4.000	6.000	9.000	5.000	12.000	11.000	7.000	1.000	2.000
17. Placer	3.909	5.455	6.000	5.000	7.545	7.818	6.273	10.727	9.273	6.455	4.091	5.364
18. Plumas	3.500	6.333	6.167	5.167	5.500	10.000	7.000	11.000	8.833	7.000	2.167	5.333
19. Sacramento	3.914	5.857	6.543	4.257	5.853	7.771	6.265	8.914	8.086	7.088	4.886	5.457
20. San Joaquin	4.077	5.308	5.269	4.615	5.423	6.846	6.000	8.308	8.000	8.462	7.115	7.462
21. Shasta	5.824	6.000	6.000	2.824	4.118	7.059	6.353	7.294	10.176	9.765	5.941	6.647
22. Sierra	1.500	6.500	5.000	3.000	5.000	9.500	4.000	9.000	10.500	8.500	8.500	7.000
23. Siskiyou	5.231	5.077	6.231	3.923	5.692	8.385	4.846	7.846	9.308	7.417	6.846	6.846
24. Stanislaus	4.852	5.333	7.111	5.037	6.000	7.407	4.815	7.556	8.370	8.407	6.111	6.926
25. Sutter	3.571	7.857	5.857	6.857	4.857	7.714	8.000	6.857	6.714	5.714	7.143	6.857
26. Tehama	7.143	6.429	8.429	5.571	5.857	8.429	6.000	8.143	5.714	6.000	3.000	7.286
27. Trinity	7.333	7.667	6.667	5.667	5.333	9.667	9.000	8.000	8.333	5.000	3.000	2.333
28. Tulare	4.619	6.571	6.000	3.762	6.333	7.143	5.048	8.810	8.476	8.190	5.381	6.810
29. Tuolumne	4.500	4.000	8.250	3.250	4.250	6.750	6.250	9.500	6.750	8.250	8.250	8.500
30. Yolo	5.067	7.733	6.200	4.467	6.533	7.800	6.333	8.933	7.867	6.333	5.133	5.600
31. Yuba	7.400	4.600	7.800	3.800	9.200	10.800	3.400	9.600	7.600	5.000	2.200	6.600

* No responses were received from this county.

TABLE 13

MEAN IMPROVEMENT SCORES FOR TWELVE VOCATIONAL EDUCATION PROGRAM FUNCTIONS BY GROUP AND COUNTY CLASS

	VOCATIONAL EDUCATION GROUP FUNCTIONS											
GROUP	A	B	C	D	E	F	G	H	I	J	K	L
VOCATIONAL EDUCATION COORDINATOR/DIRECTOR	3.333	3.583	3.083	3.250	3.250	3.250	3.250	3.167	3.167	3.250	3.083	2.750
R.O.P. COORDINATOR/ DIRECTOR	3.533	3.000	3.000	3.143	2.929	3.000	2.929	2.714	2.857	3.000	3.071	3.000
DISTRICT SUPERINTENDENTS	3.139	3.051	2.922	3.063	3.127	3.063	3.026	2.859	3.013	3.026	3.117	3.179
PRINCIPALS	3.247	3.138	3.093	3.133	3.127	3.073	3.153	2.838	3.054	3.081	3.154	3.114
TEACHERS	3.236	3.167	3.118	3.197	3.165	2.945	3.024	2.825	2.976	3.016	3.134	3.142
COUNTY CLASS												
2	3.229	3.171	3.371	3.371	3.382	3.114	3.200	2.882	3.057	3.029	3.314	3.143
3	3.231	3.179	3.068	3.022	3.104	3.022	3.060	2.818	3.015	3.045	3.053	3.030
4	3.263	3.282	3.231	3.282	3.308	3.205	3.256	3.026	3.179	3.154	3.359	3.154
5	3.333	3.081	3.069	3.192	3.178	3.000	3.082	2.849	3.027	3.137	3.233	3.274
6	3.024	2.975	2.732	2.902	2.756	2.902	2.878	2.707	2.610	2.976	2.927	2.878
7	3.246	3.158	2.982	3.316	3.140	3.000	3.070	2.875	3.161	2.911	3.071	3.250
8	3.333	2.333	3.000	3.000	3.667	3.333	3.000	2.333	3.000	3.667	3.333	3.667

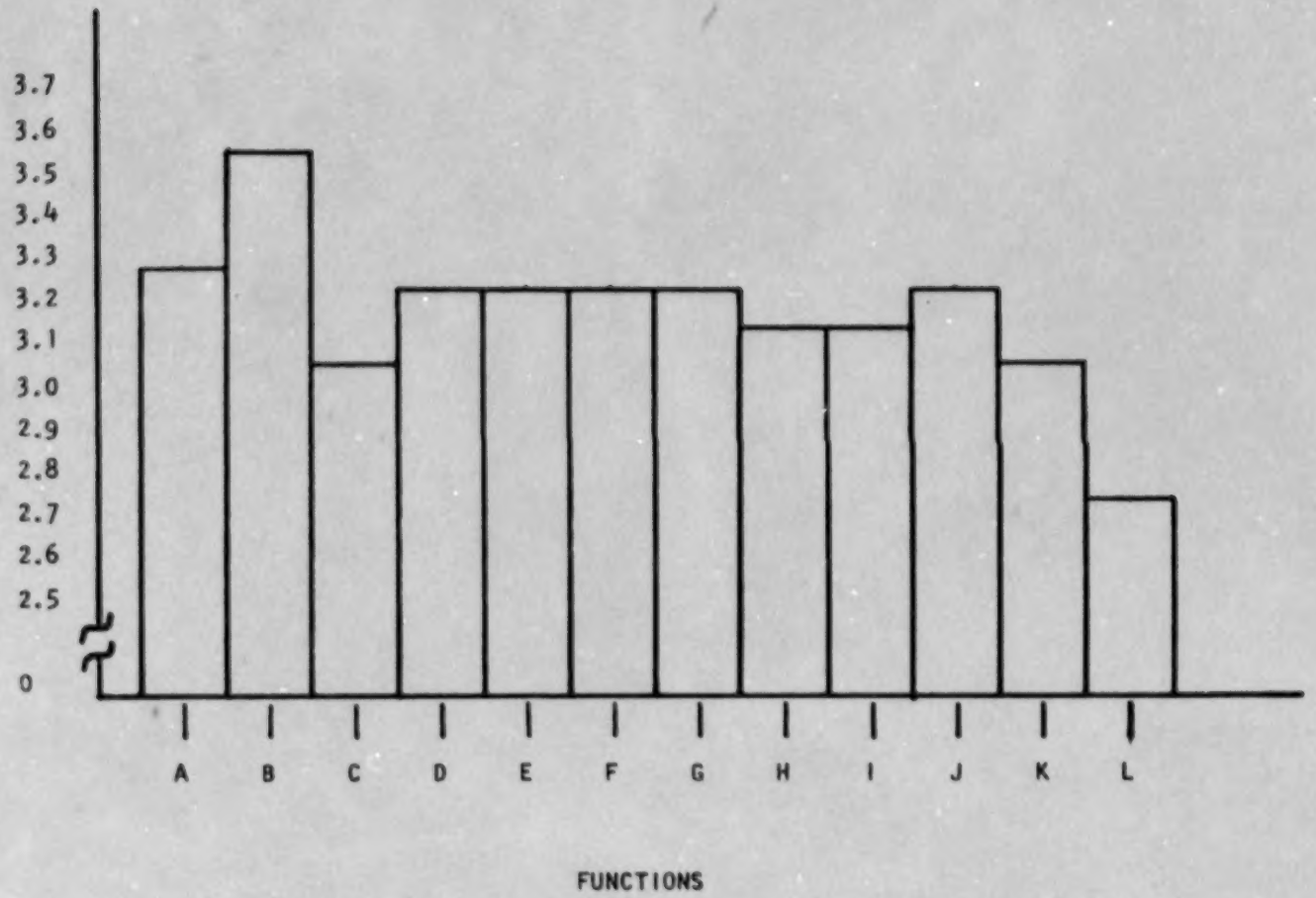

FIGURE 6. MEAN IMPROVEMENT SCORES FOR TWELVE VOCATIONAL EDUCATION PROGRAM FUNCTIONS: VOCATIONAL EDUCATION GROUP

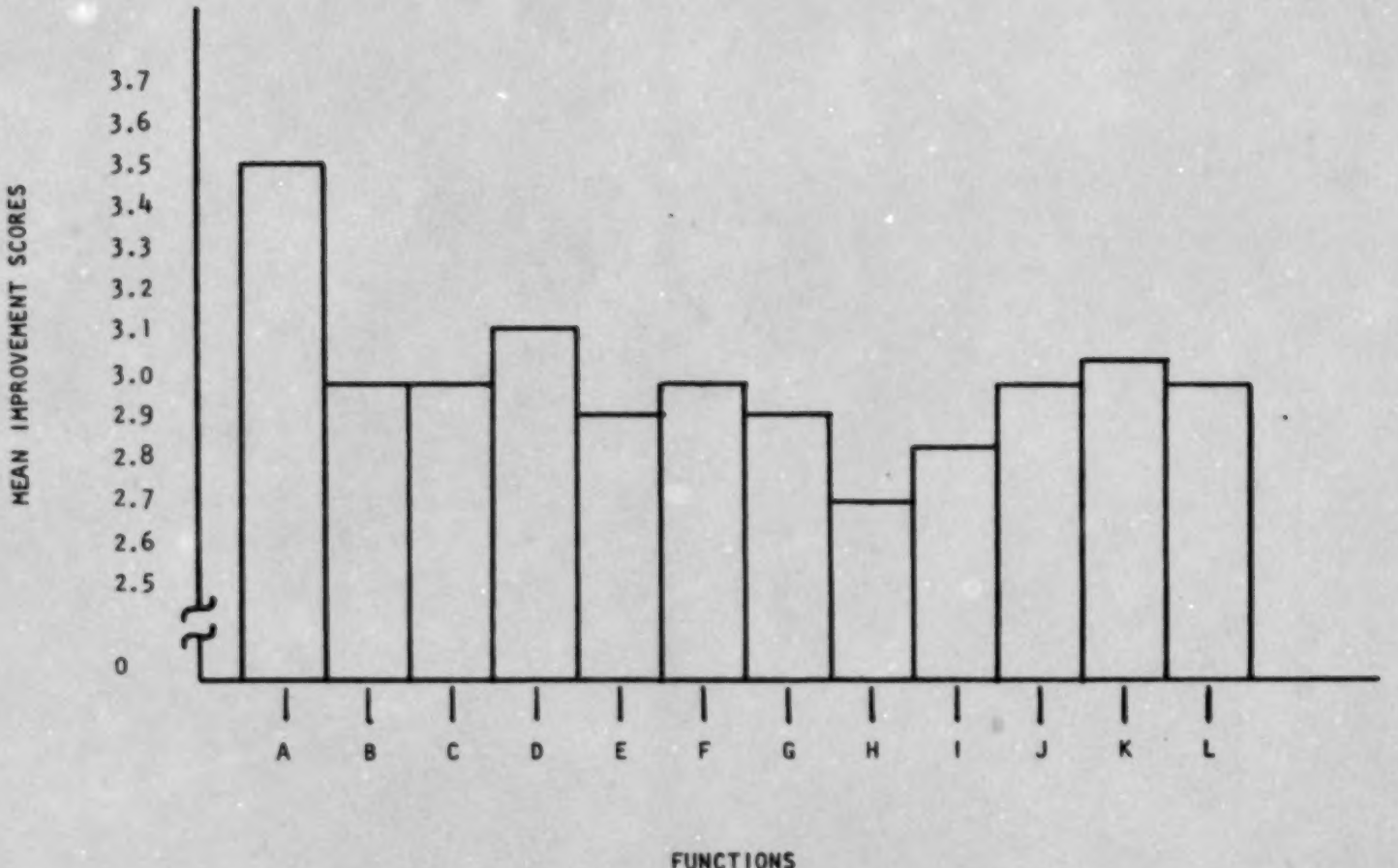

FIGURE 7. MEAN IMPROVEMENT SCORES FOR TWELVE VOCATIONAL EDUCATION PROGRAM FUNCTIONS: ROP GROUP

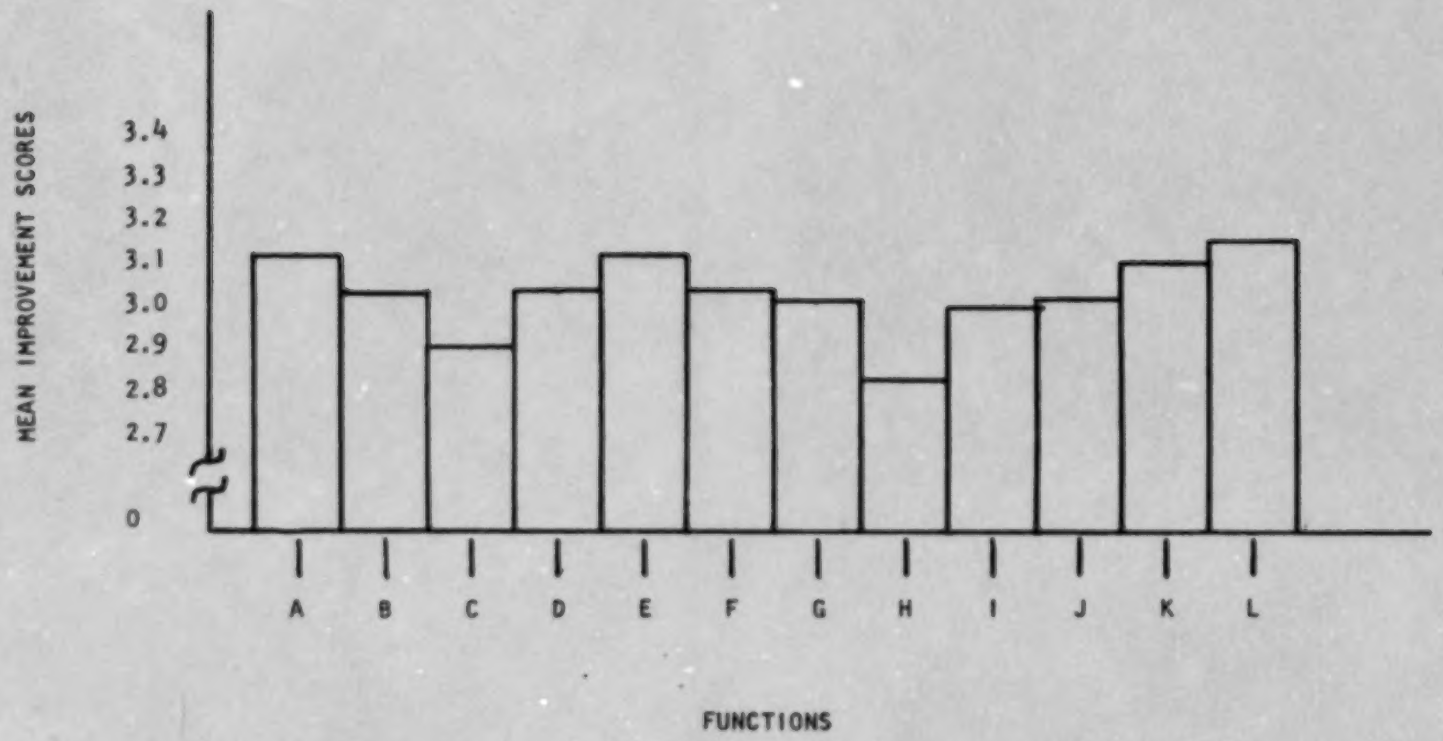

FIGURE 8. MEAN IMPROVEMENT SCORES FOR TWELVE VOCATIONAL EDUCATION PROGRAM FUNCTIONS: DISTRICT SUPERINTENDENT GROUP

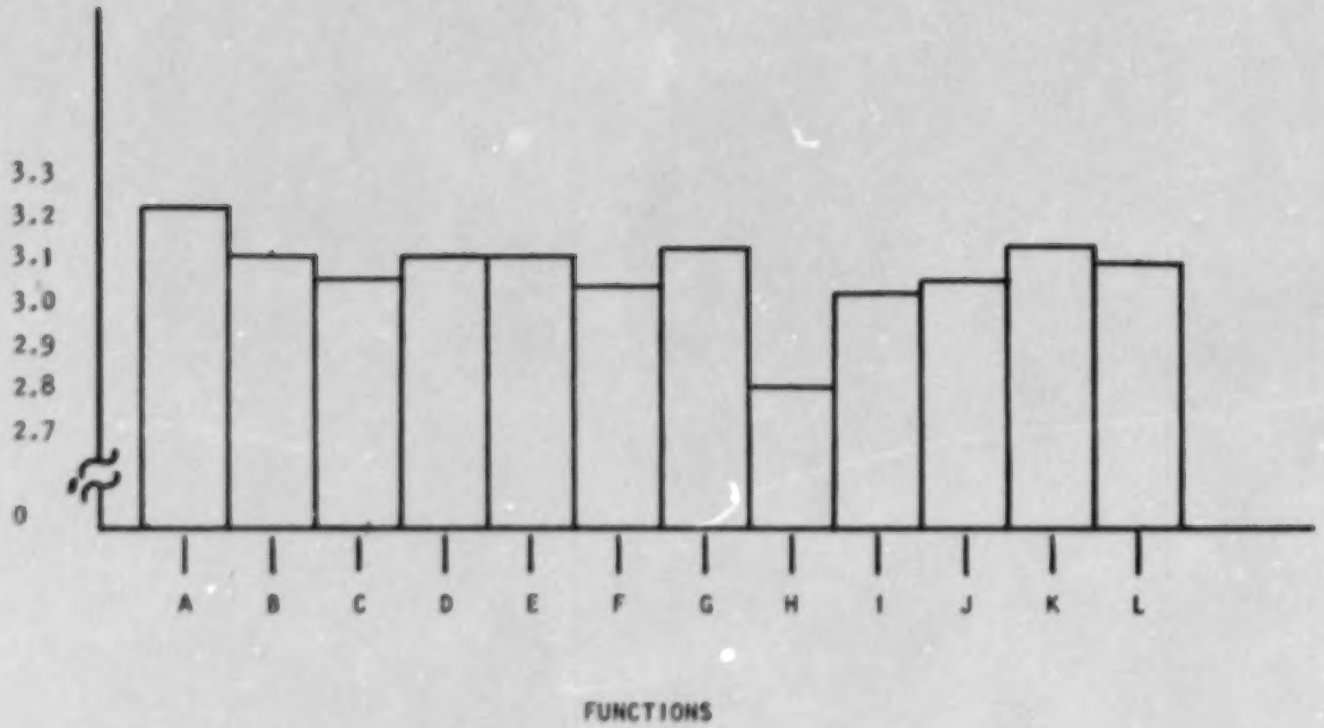

FIGURE 9. MEAN IMPROVEMENT SCORES FOR TWELVE VOCATIONAL EDUCATION PROGRAM FUNCTIONS: PRINCIPAL GROUP

The vocational education teachers' mean improvement scores (Figure 10) ranged from a high of 3.236 (Function A) to a low of 2.825 (Function H).

Overall, Function H (Development of Management Systems) was ranked as needing the least amount of improvement in four out of five groups. Function H was also ranked low in priority by the five professional groups. Function A was ranked as needing the most improvement in three out of five cases. It was also ranked high in priority by the five professional groups.

Tables 14, 15, 16, and 17 present the analysis of variance summary charts for mean improvement scores by county class for Functions C, D, E, and I. A statistically significant difference was found between the county classes for four mentioned functions. The difference in Function C (Promotion of Instructional Programs and Student Services) was reportedly between class 2 and class 6 counties. The former indicated a much higher need for improvement than the latter.

For Function D (Vocational Education Program Planning) the difference lies between county class 2 and county class 6 where class 2 counties rated Function D as needing much more improvement than class 6 counties.

Function E (Development of Resources) was also rated as needing significantly more improvement for class 2 and 8 counties than for class 6 counties.

Function I (Accountability and Evaluation) was rated as needing significantly ($P < .05$) more improvement in class 4 counties than class 6 counties.

Table 18 presents the mean improvement scores for twelve vocational education program functions by county.

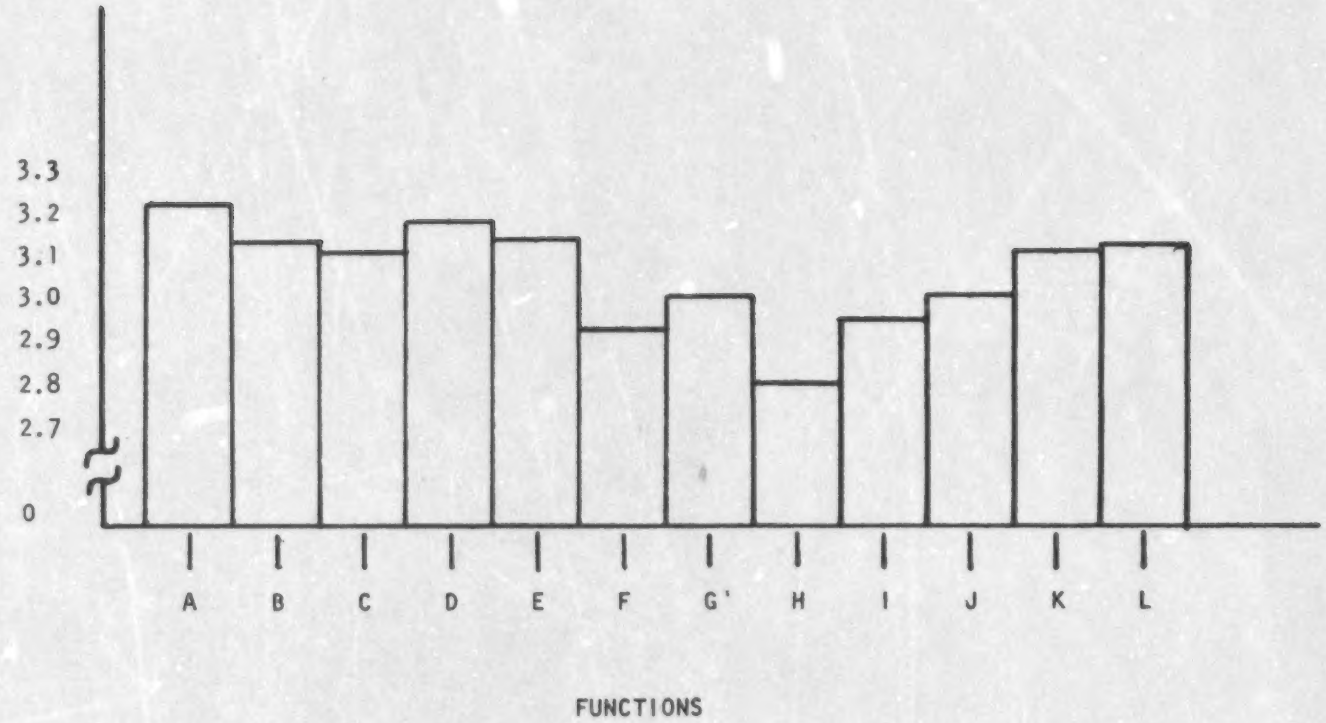

FIGURE 10. MEAN IMPROVEMENT SCORES FOR TWELVE VOCATIONAL EDUCATION PROGRAM FUNCTIONS: VOCATIONAL EDUCATION TEACHER GROUP

TABLE 14

ONE-WAY ANALYSIS OF VARIANCE FOR MEAN IMPROVEMENT SCORES OF FUNCTION C(PROMOTION OF INSTRUCTIONAL PROGRAMS AND STUDENT SERVICES) BY COUNTY CLASS

Source	Sum of Squares	DF	Mean Squares	F Value
Between Groups	9.32	6	1.55	2.91**
Within Groups	199.17	373	.53	

** $P < .01$

TABLE 15

ONE-WAY ANALYSIS OF VARIANCE FOR MEAN IMPROVEMENT SCORES OF FUNCTION D(VOCATIONAL EDUCATION PROGRAM PLANNING)BY COUNTY CLASS

Source	Sum of Squares	DF	Mean Squares	F Value
Between Groups	8.84	6	1.47	2.56**
Within Groups	216.24	375	.58	

** $p < .02$

TABLE 16

ONE-WAY ANALYSIS OF VARIANCE FOR MEAN IMPROVEMENT SCORES OF FUNCTION E(DEVELOPMENT OF RESOURCES) BY COUNTY CLASS

Source	Sum of Squares	DF	Mean Squares	F Value
Between Groups	10.25	6	1.71	3.07**
Within Groups	208.68	375	.56	

** P <.01

TABLE 17

ONE-WAY ANALYSIS OF VARIANCE FOR MEAN IMPROVEMENT SCORES OF FUNCTION I(ACCOUNTABILITY & EVALUATION) BY COUNTY CLASS

Source	Sum of Squares	DF	Mean Squares	F Value
Between Groups	9.05	6	1.51	2.27*
Within Groups	248.85	374	.67	

* $P < .05$

TABLE 18

MEAN IMPROVEMENT SCORES FOR TWELVE VOCATIONAL EDUCATION PROGRAM FUNCTIONS BY COUNTY

COUNTY	VOCATIONAL EDUCATION PROGRAM FUNCTIONS											
	A	B	C	D	E	F	G	H	I	J	K	L
1. Amador	3.000	3.333	3.167	3.833	3.000	3.000	3.167	2.667	2.667	3.167	3.500	3.000
2. Butte	3.438	3.125	3.125	3.313	3.188	2.938	3.063	2.813	2.938	3.188	3.438	3.688
3. Calveras	3.333	3.000	2.500	3.167	3.333	3.000	3.333	2.333	3.333	2.333	2.833	3.000
*4. Colusa	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
5. El Dorado	2.833	2.833	2.500	2.833	2.500	3.000	2.667	2.333	2.500	2.500	2.667	2.667
6. Fresno	3.250	3.186	3.047	2.955	2.977	2.886	3.047	2.907	2.955	3.372	3.143	3.023
7. Glenn	3.273	3.091	2.818	3.273	3.091	2.818	3.000	3.091	3.182	2.636	2.636	3.273
8. Kern	3.293	3.317	3.049	3.098	3.268	3.244	3.195	2.854	3.073	2.854	2.976	2.976
9. Kings	3.222	2.889	2.889	2.889	2.889	2.333	2.889	2.889	2.778	3.222	3.222	2.667
10. Lassen	3.500	3.000	3.167	3.500	3.500	3.500	3.667	3.333	3.500	3.167	3.167	3.333
11. Madera	3.250	3.500	2.750	3.750	3.000	2.750	3.250	2.750	3.000	2.750	2.750	2.750
12. Mariposa	3.000	3.333	3.333	3.333	3.000	3.000	3.000	3.000	3.667	3.667	3.667	3.000
13. Merced	3.375	3.353	3.294	3.353	3.353	3.412	3.235	3.353	3.353	3.294	3.353	3.059
14. Modoc	3.167	3.167	3.000	3.167	3.167	2.833	2.833	3.000	3.333	3.000	3.167	3.333
15. Mono	3.333	3.000	3.333	3.333	3.000	2.667	2.333	2.333	2.667	2.000	3.000	2.667
16. Nevada	4.000	3.000	3.000	4.000	4.000	3.000	4.000	3.000	3.000	3.000	4.000	2.000
17. Placer	3.462	3.077	3.077	3.538	3.308	3.077	3.154	2.846	3.462	3.538	3.231	3.308
18. Plumas	3.500	3.000	3.167	2.667	2.667	2.833	2.667	2.400	2.800	3.000	3.000	3.800
19. Sacramento	3.229	3.171	3.371	3.371	3.382	3.114	3.200	2.882	3.057	3.029	3.314	3.143
20. San Joaquin	3.120	2.962	3.000	2.840	3.000	2.923	2.920	2.625	2.960	3.000	2.840	3.120
21. Shasta	3.375	2.933	3.071	3.000	3.333	3.067	2.867	2.800	2.867	2.733	3.067	3.333
22. Sierra	3.333	2.333	3.000	3.000	3.667	3.333	3.000	2.333	3.000	3.667	3.333	3.667
23. Siskiyou	3.250	2.933	3.063	2.875	2.875	2.750	2.938	3.063	2.813	3.188	3.063	3.188
24. Stanislaus	3.259	3.185	3.259	3.259	3.222	3.074	3.074	2.889	3.148	2.926	3.259	3.111
25. Sutter	2.875	3.375	2.750	3.375	3.000	3.500	3.375	2.875	2.750	3.250	3.000	2.625
26. Tehama	2.714	2.429	2.143	2.000	2.286	2.571	2.143	2.000	1.857	2.714	2.857	2.714
27. Trinity	2.667	3.667	3.000	3.667	3.000	3.333	2.667	3.000	3.333	2.667	3.000	4.000
28. Tulare	3.182	3.227	3.182	3.227	3.273	3.045	3.273	2.773	3.045	3.045	3.364	3.227
29. Tuolumne	3.000	3.250	2.500	3.250	3.250	3.000	3.250	3.000	3.000	3.500	3.000	3.250
30. Yolo	3.333	3.333	3.286	3.286	3.214	3.357	3.357	3.000	3.214	3.214	3.357	3.286
31. Yuba	2.600	3.000	2.400	2.600	2.600	2.800	3.000	2.400	2.400	2.600	2.800	2.600

* No responses were received from this county.

Assisting School and District Staff

Table 19 shows the agencies/persons most frequently chosen by the five professional groups as having primary responsibility for assisting (a) school staff and (b) district staff with the twelve vocational education program functions.

The vocational education coordinators/directors more frequently chose the district vocational education coordinator/director as assisting the school staff and the county vocational education coordinator/director as assisting the district staff than any other agencies/persons. The R.O.P. coordinators/directors more frequently selected the district-level R.O.P. coordinators/directors as assisting school-level staff with the twelve vocational educational program functions. They chose the county department of education vocational education coordinator/director and district-level R.O.P. coordinator/director equally as assisting the district-level staff with the twelve vocational education program functions.

The school district superintendents clearly chose the district vocational education coordinator/director as most commonly fulfilling the function of assisting the school-level and district-level staff members with the twelve vocational education program functions. Table 19 also shows that the school principals and vocational education teachers chose the district vocational education coordinator/director as assisting both the school staff and district staff more often than any other agency/person.

TABLE 19

AGENCIES/PERSONS* MOST FREQUENTLY CHOSEN BY VOCATIONAL EDUCATION COORDINATORS/DIRECTORS, ROP COORDINATORS/DIRECTORS, SUPERINTENDENTS, PRINCIPALS, AND VOCATIONAL EDUCATION TEACHERS AS HAVING PRIMARY RESPONSIBILITY FOR ASSISTING (A) SCHOOL STAFF AND (B) DISTRICT STAFF WITH TWELVE VOCATIONAL EDUCATION PROGRAM FUNCTIONS

	FUNCTIONS**																							
	A		B		C		D		E		F		G		H		I		J		K		L	
GROUP	(A)	(B)	(A)	(B)	(A)	(B)	(A)	(B)	(A)	(B)	(A)	(B)	(A)	(B)	(A)	(B)	(A)	(B)	(A)	(B)	(A)	(B)	(A)	(B)
County Voc. Ed. Coordinator/Director	3	3	5	3	5	3	5	3	3	3	3	1,3	3	3	5	3	1,3,5	3	5	3	5	3	5,6	3
ROP Coordinator/ Director	3	3	3	3	5	3	5	6	3,6	3	3,6	3	5	3	5	6	6	6	6	6	5,6	6	6	6
Superintendents	5	3	5	5	5	5	5	3,5	5	3	5	3	5	1,3	5	1	5	1	7	5	5	5	5	5
Principals	5	3	5	5	5	5	5	5	5	3	5	3	5	5	5	1	5	5	7	5	5	5	5	5
Voc. Ed. Teachers	5	1,2	7	5	5	5	7	3	5	1	5	3	5	5	5	1	7	5	7	5	7	5	5	5

* Key

1. STATE DEPT. OF ED.: Voc. Ed. Supervisor
2. AREA: Area Plng. Comm. for Voc. Tech. Ed.
3. CO. DEPT. OF ED.: Voc. Ed. Coord./Director
4. CO. DEPT. OF ED.: ROP Coordinator/Director
5. DISTRICT: Voc. Ed. Coordinator/Director
6. DISTRICT: ROP Coordinator/Director
7. SCHOOL: Voc. Ed. Dept. Head
8. OTHER

**

A. Organization of Needs & Employment/ Career Opportunities Information
B. Coordination and Articulation
C. Promotion of Instructional Programs & Student Services
D. Vocational Education Program Planning
E. Development of Resources
F. Development of Supportive Services
G. Leadership & Staff Development
H. Development of Management Systems
I. Accountability & Evaluation
J. Implementation of Programs for Students with Special Needs
K. Implementation of Programs for all Students
L. Implementation of Guidance & Placement Services

Table 20 presents the agencies/persons most frequently chosen by county class personnel as having primary responsibility for assisting (a) school staff and (b) district staff with the twelve vocational education program functions. The most commonly chosen agencies/persons for all twelve functions with regards to assisting school staff was the district vocational education coordinator/director while the agency/person most commonly chosen as assisting the district-level staff was a split between the district vocational education coordinator/director and the county vocational education coordinator/director. Some slight variation was found in Functions H, J, and K at the district-level. The State Department of Education was most commonly selected as assisting the district staff with Function H (Development of Management Systems). The school vocational education department head was more frequently chosen for assisting the school staff with Functions J (Implementation of Programs for Students with Special Needs) and K (Implementation of Programs for all Students).

Table 21 shows the agencies/persons most frequently chosen by counties as having primary responsibility for assisting (a) school staff and (b) district staff with the twelve vocational education program functions.

TABLE 20

AGENCIES/PERSONS* MOST FREQUENTLY CHOSEN BY COUNTY CLASS AS HAVING PRIMARY RESPONSIBILITY FOR ASSISTING (A) SCHOOL STAFF AND (B) DISTRICT STAFF WITH TWELVE VOCATIONAL EDUCATION PROGRAM FUNCTIONS

	FUNCTIONS**																							
	A		B		C		D		E		F		G		H		I		J		K		K	
COUNTY CLASS	(A)	(B)	(A)	(B)	(A)	(B)	(A)	(B)	(A)	(B)	(A)	(B)	(A)	(B)	(A)	(B)	(A)	(B)	(A)	(B)	(A)	(B)	(A)	(B)
2	5	1	5	3	5	3	5	3	5	3	5	3	5	1	5	1	5	1	5,7	1	5	5	5	3
3	5	3	5	3	5	3	5	3	5	3	5	3	5	3	5	1	5	1	5	3	5	3	5	5
4	5	3	5	3	5	5	5	3	5	3	3	3	5	1,5	5	1	7	1	7	5	7	5	5	5
5	5	3	5	5	5	5	5	5	5	3	5	3	5	1	5	3	5,7	5	7	5	7	5	5	5
6	5	1	5	5	5	5	7	5	3,5	3,5	5	3	5	5	5	3	5	5	5	3	7	5	5	5
7	5	3	5	3	7	5	7	3	3	3	5	3	5	3	5	1	7	1,3,5	7	5	7	5	7	3
8	5,7	2	5,8	5	5,7	5	5,8	5	5,7	5	5,7	5	5,8	5	1,8	1,5	5,7	5	5,7	5	5,7	5	5,8	5

* Key

1. STATE DEPT. OF ED.: Voc. Ed. Supervisor
2. AREA: Area Plng. Comm. for Voc. Tech. Ed.
3. CO. DEPT. OF ED.: Voc. Ed. Coord./Director
4. CO. DEPT. OF ED.: ROP Coordinator/Director
5. DISTRICT: Voc. Ed. Coordinator/Director
6. DISTRICT: ROP Coordinator/Director
7. SCHOOL: Voc. Ed. Dept. Head
8. OTHER

**

A. Organization of Needs & Employment/Career Opportunities Information
B. Coordination and Articulation
C. Promotion of Instructional Programs & Student Services
D. Vocational Education Program Planning
E. Development of Resources
F. Development of Supportive Services
G. Leadership & Staff Development
H. Development of Management Systems
I. Accountability & Evaluation
J. Implementation of Programs for Students with Special Needs
K. Implementation of Programs for all Students
L. Implementation of Guidance & Placement Services

TABLE 21

AGENCIES/PERSONS* MOST FREQUENTLY CHOSEN BY COUNTIES AS HAVING PRIMARY RESPONSIBILITY FOR ASSISTING (A) SCHOOL STAFF AND (B) DISTRICT STAFF WITH TWELVE VOCATIONAL EDUCATION PROGRAM FUNCTIONS

		FUNCTIONS **																							
		A		B		C		D		E		F		G		H		I		J		K		L	
	COUNTY	(A)	(B)	(A)	(B)	(A)	(B)	(A)	(B)	(A)	(B)	(A)	(B)	(A)	(B)	(A)	(B)	(A)	(B)	(A)	(B)	(A)	(B)	(A)	(B)
1.	Amador	3,5	1,3	5	3	5	3	3,5,7	3	3,7	1	5	1,4	5,7	1	1,5,7	1,5	7	1,5	2	1,5	7	5	7	1,5
2.	Butte	5	1	5	5	5,7	5	5	3	5	1,3	5	5	5	1	5	3	7	5	3,5	5	7	5	5	3,5
3.	Calveras	2	5	3,7	3,5	6,7	5	7	5	3	3,5	3	5	3	3,5	5	5	5	5	3	5	3	5	3,5	5
4.	Colusa	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5.	El Dorado	5,6	1,5	5	3,5	7	5	7	5	5	1,2,5	5	3,5	7	5	5	5	7	5	3,5,7	4	5	5	5	3,5,6
6.	Fresno	5	3	5	3,5	7	3	7	5	5	3	5	1,3	5	3	5	1	5	1	7	3	5	3,5	5	5
7.	Glenn	6	1	6	5,6	7	5,6	7	6	7	6	7	6	7	5,6	2,6,7	1,5,6	7	6	7	6	6	6	6	6
8.	Kern	5	1	5	3	5	5	7	3	5	3	5	3,5	5	5	5	6	5	5	5	3	5	3,5	5	5
9.	Kings	5,6	3	5	3	7	3	5	3,5,7	3	1,3	5	3	5	1	5	3	5	1,7	2,5,7	3,	5,7	7	7	6,7
10.	Lassen	4	2	7,8	4,5	3,5,7,8	3	7	2,6	3	3	4	3	3	1,4	4	1	1	1	7	1,5	3,7	1,5	4	3
11.	Madera	5	5	3	2,3,5	5	5	2	1	3	4	1,4,7	1	5	5	5	3	5	3	3,5,8	3	7	5	7	3,5,7
12.	Mariposa	5	3	5,7,8	3	7	3	2,3,5	3	2,5,8	1,3,8	5	3	5	3	3	3	3,5,7	1,3,5	5,7,8	3	5,7,8	3	5	3
13.	Merced	3,5	3	5	3	5	5	5	3	5	3	3	3	5	3	5	1	1,7	1,3	3	1	5	1	5	3
14.	Modoc	3	3	3,6	3,4	5	3,5	3	3	3	3	3	3	3,7	3	3	3	3	1,3,4	3	3	3	3	3	3
15.	Mono	5,7	3,5	6,7	5	7	5	5	2,4	5	3,4	3,7	3,4	5	5	5,7	3,5	7	5	5,7	3	5,8	5	7	3,5
16.	Nevada	7	2	3	4	5	4	5	4	7	5	5	5	5	3	3	1	3	1	7	5	7	5	7	3

TABLE 21 (cont.)

		FUNCTIONS **																							
		A		B		C		D		E		F		G		H		I		J		K		L	
	COUNTY	(A)	(B)	(A)	(B)	(A)	(B)	(A)	(B)	(A)	(B)	(A)	(B)	(A)	(B)	(A)	(B)	(A)	(B)	(A)	(B)	(A)	(B)	(A)	(B)
17.	Placer	5	3	5	5	5	5	5	5	5	5	5,7	3,5	5	1,3,5	5	1	7	5	5	5	5	5	5	5
18.	Plumas	2-6	1,4	5	3	7	5	3,7	1,5	7	1,6	5	1	3	3	3	3	3	3	7	5	7	5	3	5
19.	Sacramento	5	1	5	3	5	5	5	9	5	2	5	3	5	1	5	1	5	1	5,7	1	5	5	5	3
20.	San Joaquin	5	3	5	5	5	3	5	3	5	3	5	3	5	3	5	1,3	5	3	5	5	5	3	5	3,5
21.	Shasta	5	3	7	5	5	3	5	1,5	5	5	5	3	5	5	5	5	7	5	7	5	7	5	5	5
22.	Sierra	5,7	2	5,8	5	5,7	5	5,8	5	5,7	5	5,7	5	5,8	5	1,8	1,5	5,7	5	5,7	5	5,7	5	5,8	5
23.	Siskiyou	1,2,4,6,7	1	7	2-5,7	5	3,4	7	1,7	3,5	3,5	5	5	8	1,8	3	3	2-5,8	3	7	3	7	7	7	7
24.	Stanislaus	5	3	5	3	5	3	5	3	5	3	5	3	5	3	5	1	5,7	5	5	3	5	3	5	3
25.	Sutter	2	2	2,5,7	2,4,5	5	5	2	2	3	3	3	3	5	3	5	3	5	3,5	3,5	3	3,7	3	5	3,5
26.	Tehama	1	1,5	3	3,5	5	5	5	5	5	5	4	3	1,5	5	5	5	5	5	5	5	5	5	5	5
27.	Trinity	5	3,5	5	5	7	5	5,6,7	3,5,7	3,6,7	3,5,6	5	3,5,7	1	1	1,5,6	1	5	3,5,7	1,5,7	5	7	5	7	5
28.	Tulare	4,5,7	1,3	5	5	7	5	5	1	5	1	5	3	7	5	5	1	7	5	7	5	7	5	5	5
29.	Tuolumne	2,5,6	3	3,5,6	3	7	3	2,5,6,7	3	1,3,5,7	1	3,5,6	1,3-5	5	1	3,5,6,7	1,3,5,8	7	3	7	1,2,5	7	1,2,5	7	1,3,5
30.	Yolo	3,5	3	6	3,5	7	4	5	3,4	5	3	5	4	5	5	5	3	5	5	5,7	4	5,7	5	5	4
31.	Yuba	7	1	7	7	5,7	2	7	2	3-7	1,2,4,5,6	5	1,2,3,4,7	3-7	4	7	7	5,7	...	7	7	7	7	7	7

Key on following page.

*KEY

1. STATE DEPARTMENT OF EDUCATION: Vocational Education Supervisor
2. AREA: Area Planning Committee for Vocational Technical Education
3. COUNTY DEPARTMENT OF EDUCATION: Vocational Education Coordinator/ Director
4. COUNTY DEPARTMENT OF EDUCATION: Regional Occupational Program (ROP) Coordinator/Director
5. DISTRICT: Vocational Education Coordinator/Director
6. DISTRICT: ROP Coordinator/Director
7. SCHOOL: Vocational Education Department Head
8. OTHER

**FUNCTIONS

A. Organization of Needs & Employment/ Career Opportunities Information
B. Coordination and Articulation
C. Promotion of Instructional Programs & Student Services
D. Vocational Education Program Planning
E. Development of Resources
F. Development of Supportive Services
G. Leadership & Staff Development
H. Development of Management Systems
I. Accountability & Evaluation
J. Implementation of Programs for Students with Special Needs
K. Implementation of Programs for all Students
L. Implementation of Guidance & Placement Services

SUMMARY OF THE FINDINGS AND RECOMMENDATIONS

Summary of the Findings

The present survey was designed to assist in defining the role of the county vocational education coordinator. To briefly summarize, the major findings of the survey indicated that:

1. Functions A (Organization of Needs & Employment/Career Opportunities Information) and D (Vocational Education Program Planning) were ranked most important of the twelve vocational education program functions.
2. Function H (Development of Management Systems) was ranked as least important of the twelve vocational education program functions.
3. Functions A (Organization of Needs & Employment/Career Opportunities Information) and D (Vocational Education Program Planning) were not only the most important of the twelve functions but also were rated as needing the most improvement.
4. Function H (Development of Management Systems) was not only ranked as least important but also as needing the least amount of improvement.
5. The district vocational education coordinator/director was most frequently perceived as assisting the school-level staff with the twelve vocational education program functions.
6. The county vocational education coordinator/director was most frequently perceived as assisting the district-level staff with the twelve vocational education program functions.

7. Statistically significant differences for Functions B (Coordination and Articulation), E (Development of Resources), H (Development of Management Systems), and K (Implementation of Programs for all Students) were found between the five professional groups' rankings of importance.
8. Statistically significant differences between the mean improvement scores by county class were found for Functions C (Promotion of Instructional Programs & Student Services), D (Vocational Education Program Planning), E (Development of Resources) and I (Accountability & Evaluation).
9. State Department of Education vocational education personnel were more frequently chosen as assisting district staff with function H (Development of Management Systems).
10. Vocational education department heads were more commonly perceived as assisting school staff with Functions K (Implementation of Programs for all Students) and J (Implementation of Programs for Students with Special Needs).

Recommendations

The recommendations which follow outline some broad suggested directions for use of the study data and findings.

1. State Department of Education staff, county vocational education coordinators, and others concerned might consider individual and collective review, analysis, and discussion of the study results, conclusions, and implications.
2. Consideration might be given to statewide dissemination of the results of the process outlined in Recommendation #1.
3. The Summary of Findings represent only the major overall thrust of the results. Careful study and analysis of the detailed data found in this report can provide many other insights relating to the role of the county vocational education coordinator.
4. If the study model is applied to other regions within the state, consideration might be given to assembling a statewide composite profile of district priorities and needs.
5. The results reported in this study represent one approach to data compilation and analysis. Other models could be explored to add other perspectives to the subject of the study.
6. It might be productive, in terms of furthering vocational education programs, to stress some key findings of the study to citizen's advisory groups, school district personnel, business and industry groups, State legislators, and others.
7. Consideration might be given to statewide dissemination of the summary and results of the group processes recommended above.

APPENDIX A

LIST OF SCHOOL DISTRICTS WITHIN COUNTIES SURVEYED

SCHOOL DISTRICTS WITHIN COUNTIES SURVEYED

Amador County

Ione Unified School District
Jackson Unified School District
Oro Madre Unified School District

Butte County

Biggs Unified School District
Chico Unified School District
Durham Unified School District
Gridley Union High School District
Oroville Union High School District
Paradise Unified School District

Calaveras County

Bret Harte Union High School District
Calaveras Unified School District

Colusa County

Colusa Unified School District
Maxwell Unified School District
Pierce Joint Unified School District
Williams Unified School District

El Dorado County

Lake Tahoe Unified School District

Fresno County

Caruthers Union High School District
Central Union High School District
Clovis Unified School District
Coalinga Joint Unified School District
Fowler Unified School District
Fresno City Unified School District
Kerman Union High School District
Kingsburg Joint Union High School District
Kings Canyon Unified School District
Laton Joint Unified School District
Parlier Unified School District
Riverdale Joint Union High School District
Sanger Unified School District
Selma Unified School District
Sierra Joint Union High School District
Tranquility Union High School District
Washington Union High School District

Glenn County

Hamilton Union High School District
Orland Joint Union High School District
Princeton Joint Unified School District
Stony Creek Joint Unified School District
Willows Unified School District

Kern County

Delano Joint Union High School District
Kern Joint Union High School District
Maricopa Unified School District
Mojave Unified School District
Muroc Unified School District
Southern Kern Unified School District
Taft Union High School District
Tehachapi Unified School District
Wasco Union High School District

Kings County

Corcoran Unified School District
Hanford Joint Union High School District
Lemoore Union High School District

Lassen County

Big Valley Joint Unified School District
Lassen Union High School District
Westwood Unified School District

Madera County

Chowchilla Union High School District
Madera Unified School District

Mariposa County

Mariposa County Unified School District

Merced County

Dos Palos Joint Union High School District
Gustine Joint Unified School District
Hilmar Unified School District
Le Grand Union High School District
Los Banos Unified School District
Merced Union High School District

Appendix A (cont.)

Modoc County

Modoc Joint Unified School District
Surprise Valley Joint Unified School District
Tulelake Basin Joint Unified School District

Mono County

Eastern Sierra Unified School District
Mammoth Unified School District

Nevada County

Nevada Union High School District

Placer County

Placer Joint Union High School District
Roseville Joint Union High School District
Tahoe-Truckee Unified School District
Western Placer County Unified School District

Plumas County

Plumas Unified School District

Sacramento County

Elk Grove Unified School District
Folsom-Cordova Joint Unified School District
Galt Joint Union High School District
Grant Joint Union High School
River-Delta Unified School District
Sacramento City Unified School District
San Juan Unified School District

San Joaquin County

Escalon Unified School District
Lincoln Unified School District
Lodi Unified School District
Manteca Unified School District
Ripon Unified School District
Stockton City Unified School District
Tracy Joint Union High School District

Shasta County

Anderson Union High School District
Fall River Joint Unified School District
Shasta Union High School District

Sierra County

Sierra-Plumas Joint Unified School District

Siskiyou County

Butte Valley Unified School District
Dunsmuir Joint Union High School District
Etna Union High School District
Siskiyou Union High School District
Yreka Union High School District

Stanislaus County

Ceres Unified School District
Denair Unified School District
Hughson Union High School District
Modesto City High School District
Newman-Crows Landing Unified School District
Oakdale Joint Union High School District
Patterson Joint Unified School District
Turlock Joint Union High School District

Sutter County

East Nicolaus Joint High School District
Live Oak Unified School District
Sutter Union High School District
Yuba City Unified School District

Tehama County

Corning Union High School District
Los Molinos Unified School District
Red Bluff Union High School District

Trinity County

Trinity County Joint Union High School District

Tulare County

Alpaugh Unified School District
Cutler-Orosi Unified School District
Dinuba Joint Union High School District
Exeter Union High School District
Lindsay Unified School District
Porterville Union High School District
Strathmore Union High School District
Tulare Union High School District
Visalia Unified School District
Woodlake Union High School District

Tuolumne County

Sonora Union High School District
Summerville Union High School District

Yolo County

Davis Joint Unified School District
Esparto Unified School District
Washington Unified School District
Winters Joint Unified School District
Woodland Joint Unified School District

Yuba County

Marysville Joint Unified School District
Wheatland Union High School District

APPENDIX B

SURVEY INSTRUMENT

SURVEY: COUNTY VOCATIONAL EDUCATION COORDINATOR ROLE

Instructions

This survey consists of three parts. Please refer to the definitions of the program functions and read the instructions for columns I, II, and III before completing the survey.

FIRST COMPLETE COLUMN I, THEN COMPLETE COLUMN II, AND FINALLY COMPLETE COLUMN III.

COLUMN I

Rank the twelve functions listed by placing a number from 1 through 12 next to each; 1 being the most important function, 2 being the next important, etc... until 12, which would be the least important function of the twelve.

COLUMN II

Next to each of the twelve functions, indicate the degree of improvement needed by placing a check (✓) under one of the four categories: MUCH, SOME, LITTLE, or NO.

If you look at a particular school, your response should reflect improvement needed at your school alone. If you have primarily district-level responsibilities, your response should reflect all schools in your district. County vocational education coordinators should respond with all schools in mind.*

** For purposes of this study ROP is considered a district*

COLUMN III

Choose from one of the eight possible categories listed below the agency/person you think should have primary responsibility for assisting: (A) school-level staff and (B) district-level staff with each of the twelve functions (BE SURE TO RESPOND TO A AND B).

Place the selected agency/person number designation next to the corresponding function in Column III:

Choices

1. STATE DEPARTMENT OF EDUCATION: Vocational Education Supervisor
2. AREA: Area Planning Committee for Vocational Technical Education
3. COUNTY DEPARTMENT OF EDUCATION: Vocational Education Coordinator/Director
4. COUNTY DEPARTMENT OF EDUCATION: Regional Occupational Program (ROP) Coordinator/Director
5. DISTRICT: Vocational Education Coordinator/Director
6. DISTRICT: ROP Coordinator/Director
7. SCHOOL: Vocational Education Department Head
8. OTHER: (Specify in right hand margin)

Survey

VOCATIONAL EDUCATION PROGRAM FUNCTIONS	COLUMN I RANK	COLUMN II IMPROVEMENT NEEDED (Please Check) MUCH	SOME	LITTLE	NO	COLUMN III AGENCY/PERSON YOU THINK SHOULD HAVE PRIMARY RESPONSIBILITY FOR ASSISTING: A (School Staff)	and B (District Staff)
						Select a number from the 8 choices listed above. Provide a response for both A and B.	
A. Organization of Needs & Employment/ Career Opportunities Information. . . .	____	☐	☐	☐	☐	____	____
B. Coordination and Articulation.	____	☐	☐	☐	☐	____	____
C. Promotion of Instructional Programs & Student Services	____	☐	☐	☐	☐	____	____
D. Vocational Education Program Planning.	____	☐	☐	☐	☐	____	____
E. Development of Resources	____	☐	☐	☐	☐	____	____
F. Development of Supportive Services.	____	☐	☐	☐	☐	____	____
G. Leadership & Staff Development	____	☐	☐	☐	☐	____	____
H. Development of Management Systems	____	☐	☐	☐	☐	____	____
I. Accountability & Evaluation.	____	☐	☐	☐	☐	____	____
J. Implementation of Programs for Students with Special Needs	____	☐	☐	☐	☐	____	____
K. Implementation of Programs for all Students.	____	☐	☐	☐	☐	____	____
L. Implementation of Guidance & Placement Services.	____	☐	☐	☐	☐	____	____

CODE: _____ TITLE OF PERSON COMPLETING FORM: _____

VOCATIONAL EDUCATION PROGRAM FUNCTIONS DEFINED:

A. *Organization of Population Needs and Employment/Career Opportunities Information*

Collecting, interpreting, and providing up-to-date information describing: (1) future employment/career opportunities and trends, (2) populations needing or seeking vocational education, and (3) job entrance and performance requirements (competencies, knowledge, education)

B. *Coordination and Articulation*

Establishing cooperative operational and planning efforts: (1) within and between grade levels, districts, and (2) with the community and agencies concerned with vocational education programs

C. *Promotion of Instructional Programs and Student Services*

Promoting: (1) school, district, and community understanding of vocational education, and (2) participation in instructional programs and use of related student services

D. *Vocational Education Program Planning*

(1) Developing a structure which promotes the involvement of all concerned persons and groups in the school, district, community, and area in program planning processes, and (2) reviewing needs/opportunities and other information to formulate short and long-term goals, objectives, priorties, and strategies for implementing plans

E. *Development of Resources*

Promoting effective use of (1) available community resources, and (2) program funding sources at the district, local, state, regional, and federal levels

F. *Development of Supportive Services*

(1) Providing consultation and other supportive services to teachers, administrators, and others concerned with vocational education, (2) conducting studies such as needs assessments to improve programs and services, and (3) other related services such as dissemination of information about state and federal legislative developments

G. *Leadership and Staff Development*

(1) Leadership development among teachers, administrators, and other staff, (2) recruitment and selection of vocational education staff, and (3) inservice training for all school staff

H. *Development of Management Systems*

(1) Organizing school and district resources to effectively deliver programs and services, and (2) preparing school/district fiscal and statistical reports

I. *Evaluation*

Ongoing and periodic assessment of (1) student achievement with respect to instructional goals and objectives, and (2) program outcomes in relation to program goals and objectives as a basis for program improvement

J. *Implementation of Programs and Resources for Students with Special Needs*

Development and implementation of modern programs, concepts, and materials such as competency-based instruction and specialized programs to meet the needs of disadvantaged and handicapped students

K. *Implementation of Programs and Resources for all Students*

Development and implementation of modern programs, concepts, and materials such as competency-based instruction to meet the needs of all students

L. *Implementation of Guidance and Placement Services*

Providing guidance and placement services to assist individuals in making meaningful and informed occupational/career and educational choices from the options available and suitable to them

APPENDIX C

LIST OF COUNTY CLASSES

COUNTY [illegible]SES

Class	A.D.A. Range
2	749,000 to 140,000
3	139,000 to 60,000
4	59,000 to 30,000
5	29,000 to 15,000
6	14,000 to 7,000
7	6,999 to 1,000
8	999 to 0